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ABSTRACT

Two individualized writing programs, useful for mainstreaming learning disabled students into the English classroom were field tested among 100 seventh and eighth grade students in four school districts. The document reports on the results of "Mission WRITE," the design of "Touchstone WRITE," and the strategies used in teaching content organization, spelling, handwriting, vocabulary, syntax, grammar, and mechanics. The major portion of the document focuses on the "Touchstone" process, program results, inservice design, scoring methods, analytical rating methods, record keeping, teaching strategies, and writing units. Over half of the document consists of illustrations, graphs, samples of student work, evaluation forms, skill charts, student writing worksheets, sample student pages from "Mission WRITE," and appendices. Appendices include a guide to analytical rating, a report on the evaluation of "Touchstone WRITE," charts illustrating the contents of the units, and bibliographies. (LH)

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TOUCHSTONES FOR THE WRITING PROCESS

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by Lucy Krabbe Berardi

(A paper presented at the 1983 Regional Conference of the National Council of Teachers of English in Colorado Springs, Colorado, March 10-13, 1983)

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TOUCHSTONES FOR THE WRITING PROCESS

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Communication is the key to success, but writing is the key to promotion and prestige for their employees according to interviews with executives in major firms in the Silicon Valley of California. For any of us, though, being skilled at writing comes only through self-critiquing after many developmental years of practice with sets of discrete skills, even our first cognitive responses to stimuli. For most of us the English classroom became the center for blending the skills, the processes, and the judgments of quality in writing. As English teachers of students in their developmental years, therefore, we must not only be at ease with writing ourselves but we must teach the tangible synthesis of skills, processes, and evaluation. Here we examine two uniquely related programs which accomplish that propitious task.

How do students develop and organize ideas for writing? How do students critique what they themselves have written? How do students interpret the judgments of their writing by their teachers or peers? Touchstone WRITE, ESEA IV C, 1980-82, produced a system to teach these processes through the Touchstone, an analytical rating scale. Mission Write, included in ERIC in 1979, teaches the discrete skills of writing, ie., sentence structure, mechanics, vocabulary, spelling, handwriting, while simultaneously demonstrating how to apply these skills to the writing process.

Perking up any teacher, the results from field testing these two programs demonstrate their value, Illustrations A and B. Among nine hundred seventh and eighth grade students in public and parochial schools of four distinct school districts, those students who used the programs outperformed their counterparts who used the districts' prescribed materials. A full report of the study appears in Evaluation Report for Touchstone WRITE, Appendix II. Assessment instruments used originated with Mission Write and incorporated the Touchstone.

The study substantiated for other teachers in other settings the repeated successes of Mission Write in the classroom since its publication in 1978. The following record of a learning handicapped student illustrates both the success of the Mission Write strategy and the assessment instruments from it used in the Touchstone WRITE study. In Dictation 7 pre-testing the student demonstrates his handicap. The degree of gain the student made on the posttest in eight months is dramatic! Illustration C

The teacher's checklist from Mission Write's manual, Illustration D, scores the dictation samples and documents the student's gain in the ability to identify the functions of words in the sentences of the dictation. Furthermore, by March of this academic year the student was writing a self-generated, unified paragraph! Illustration E The strategy of the Mission Write program teaches students to apply skills being learned. The strategy works.

An overview of the organization and design of the Touchstone WRITE study demonstrates the relationship between it and the Mission Write materials and strategy. The frequency and success of the United States' Space Shuttle Project prompt a look first at the Mission Write program because it uses the orbiter as the metaphorical vehicle to launch students into communication space through writing.

Results:

Claim Number 1: The first claim was that target pupils would show significantly greater gains in the application of writing skills as measured by the Dictation Performance Test. The results are analyzed below in terms of the significance of differences between target and comparison groups in mean scores produced from the rating of writing samples pupils produced from teacher-dictation. These results are illustrated in Figure 1 and shown on Table I.

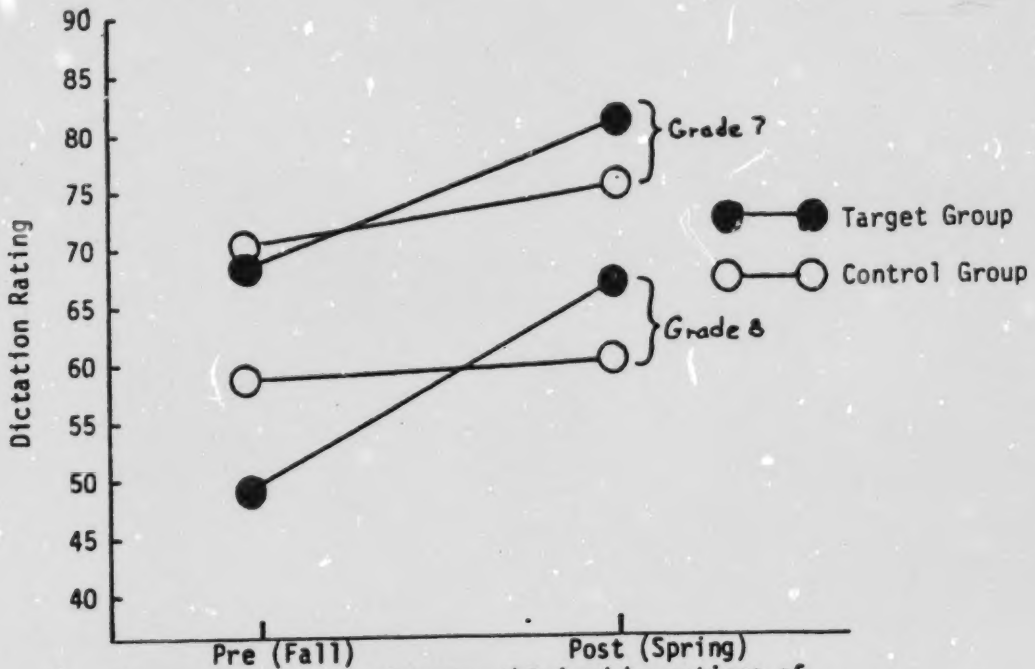

Figure 1: Pre- post means obtained by ratings of student-writing samples for grades 7 and 8. (Dictation Performance Test).

Table I: Mean Ratings on Dictation Performance

Groups	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Gain	Fishers t for gains within groups
7th grade Target	155	69.12	14.40	81.88	11.63	12.76	$t = 8.55$ $p. < .001$
Control	101	72.15	17.40	77.88	12.46	5.73	$t = 3.01$ $p. < .003$
Fishers t between groups		$t = 1.52$ $p. > .05$		$t = 2.87$ $p. < .004$			
8th grade Target	81	49.37	17.01	67.66	17.04	18.18	$t = 6.53$ $p. < .001$
Control	123	58.95	20.69	61.49	17.84	2.54	$t = .86$ $p. > .05$
Fishers t between groups		$t = 3.47$ $p. < .001$		$t = 2.07$ $p. < .04$			

Data analysis showed that grade 7 and 8 target pupils produced significant gains from pre- to post-testing. Also, at both grades the target groups significantly outperformed controls on post-testing. Fishers t for pre-testing showed that on the dictation performance measure, the grade 7 groups were matched in that there was a non-significant difference between pre-test means.

For grade 8, a significant difference occurred between groups on pre-testing in that targets were significantly lower on pre-test means than were the controls. However, the targets "caught up with" and scored significantly higher than controls on post-testing.

These results support claim #1 in that the treatment MISSION WRITE significantly contributed to the gains produced by the target over the control groups on a ratings of writing samples. Inspection of the data did not indicate the possibility of significant differentiated effects produced by sex, school or teacher.

Claim Number 2: The second claim for this project was that pupils taught by the Touchstone procedure would show significantly greater gains than controls in the ability to correctly identify the functions of words (parts of speech, etc.) in sentences. The results provide an analysis of the group means for the total correct responses to this multiple choice measure. Figure 2 and 3 and Table 2 illustrate the outcomes for claim #2.

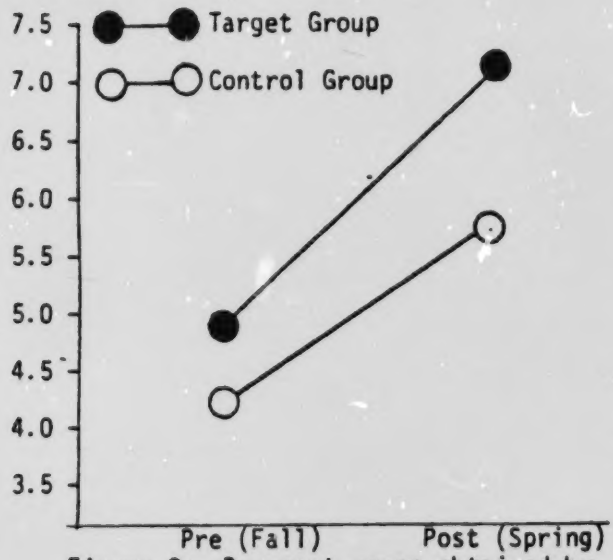

Figure 2: Pre-post means obtained by grade 7 target and controls on the Grammar Identification Test.

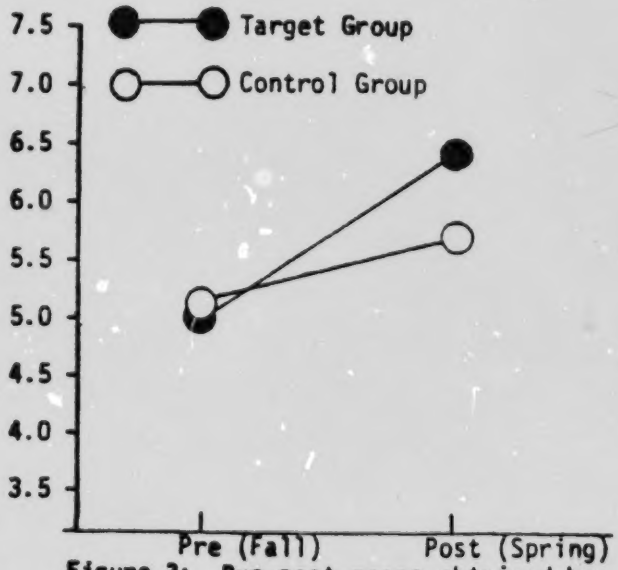

Figure 3: Pre-post means obtained by grade 8 and controls on the Grammar Identification Test.

October Dictation 7

PENCIL

The history of flight is being written right now. The newest star ships are space shuttles. The first from its planned family of five will be boosted into orbit in 1980. It will perform partly like an airplane, partly like a glider and partly like a cargo dock. The space shuttle will land and will pick up more payloads. Co C have already reserved all of the first shuttle's cargo bay for their experiments.

Circle are the teacher's corrections.

June Dictation 7

INK

The history of flight is being written right now. The newest star ships are space shuttles. The first from its pland family of five will be boosted into orbit in 1980. It will preform partly like an airplane, partly ~~like~~ a glider and partly like a cargo dock. The space shuttle will land and will pick up more payloads. Co C have already reserved all of the first shuttle's cargo bay for their experiments.

Note self-corrections.
Underlines mark errors.

Illustration C

June October **Basic Writing Skills Record for 7th**

+ ± attends and is not distracted
+ ___ writes in ink
+ ± writes in cursive handwriting
+ ___ perceives placement on paper
+ ± understands the sentence
+ ___ remembers the phrase
+ ___ requires little time to recall spellings
+ ± tolerates frustration
___ indents for the paragraph, allows for margins
+ ___ begins sentences with a capital letter
+ ___ ends sentences with appropriate mark
+ ___ avoids spelling phonetically only
+ ¾ forms plurals
+ ___ writes possessive PRONOUNS correctly
___ encodes basic syllable patterns correctly
___ changes y to i when required
+ ___ drops the final e when required
___ doubles the final consonant when required
+ ___ places commas in a series
+ ___ forms possessive singular NOUN

Identifies:

+ ___ NOUNS as Subjects
___ NOUN as Direct Object
+ ___ NOUN as Object of a Preposition
___ NOUN as a Complement or Predicate NOUN
+ ___ ADJECTIVES
___ ADJECTIVES in Superlative Form
___ TRANSITIVE ACTIVE VERBS
___ TRANSITIVE PASSIVE VERBS

___ FORM OF BE
___ ADVERBS
___ Future Tense

March

Coin Collecting

Coin Collecting is fun. I have a coin collection my self. I have a coin that is about 200 years old. I have a Switzerland coin that is dated 1894 and a Hawaiian coin that is about 1964. My coins are so valuable that I have some of my coins in the (~~safety~~ safety) deposit box. I got some of my coins from a coin show. Coin collecting can be a life-time hobby.

Illustration E

ESEA TITLE IV, PART C

LOS ALTOS SCHOOL DISTRICT

Touchstone WRITE

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Project Director
Lucy Berardi
(415) 964-8923

DESIGN

YEAR	DEVELOP INSTRUCTIONAL MATERIAL/STRATEGY	DEVELOP INSERVICE MODEL FOR TEACHERS	EVALUATE PRODUCT AND PROCESS
1979-80	Dictation Models Assessment Design Mission Write	Dictation Models Assessment Design	
1980-81	Develop the Touchstone Refine Assessment Design Plan Instructional Units	Plan an Inservice Model for the Touchstone	Determine the Effect of Dictation Models on Student Writing Evaluate the Process of Developing the Touchstone
1981-82	Develop Instructional Units Conduct Assessments Adding Standardized Testing	Use Inservice Model for the Touchstone Plan Inservice Model for the Instructional Units	Determine the Effect of the Touchstone on Student Writing Determine the Continued Effect of Dictation Models on Student Writing Determine the Effect of Touchstone In-service on Teaching
1982-83	Engage Consultant Contact Lucy Berardi 160 South Springer Road Los Altos, CA 94022 or Central California Center for Educational Improvement; 100 Skyport; San Jose, CA 95115	Use the Models for Inservice on the Touchstone and Instructional Units Establish District Coordinator and Steering Committee	Determine the Effect of the Program on Student Writing Determine the Effect of the Inservice Models on Teaching Determine the Degree of Adaptability, Usefulness, Adoptability for District or Sites
1983-84	Continue Consultant or Achieve Independent District Program	Integrate Useful Elements	Incorporate Selected Elements

MISSION WRITE

Mission Write Student Handbook
Provides Weekly Models

Spring into Writing

Showcase Sequenced Skills

Test by Dictation

Teaching Takeoffs
Provide Weekly Lessons
from Model

Handwriting / Format

Spelling / Phonics & Visual

Structural Meaning Units

Morphemes of Words

Grammar of Sentences

Manual
Provides Tests / Records

What is the magic in Mission Write? First, the program teaches to all modalities of learning: auditory, visual, and kinesthetic. It supplies the materials to teach the skills of writing through any combination of these modalities. In addition the materials allow for varying degrees of proficiency in the functions required for expressive written language. As Illustration F indicates those functions include for each modality capacities to attend, to discriminate, to perceive, to remember, to decide, and to perform. The grid dramatizes that tangible synthesis of skills confronting the student of writing and the teacher of writing.

Mission Write has three components: a student handbook, a set of 340 blackline teaching worksheets, and a testing manual. Mission Write 7 and Mission Write 8, the student handbooks, provide each thirty-four weekly composition models which propel the student into self-generated writing. The models, furthermore, showcase the specific skills of writing sequenced for each week and test for their acquisition through dictation, a prelude to successful notetaking.

Teaching Takeoffs 7 and Teaching Takeoffs 8 supply teaching worksheets to provide drill and practice, to illustrate a lesson, or to test for specific skills. Weekly attention goes from syntax and meaning in sentences, from the morphology, orthography, and meaning of words, to the phonics and visual symbols in spelling and structure and format of cursive handwriting.

Maneuvering with Mission Write contains not only the assessment instruments previously described but an outline of a strategy for a week's set of lessons. One such set of lessons from a sample week will demonstrate how Mission Write achieves the application of skills to the process of writing.

PROCESS		
AUDITORY	VISUAL	MOTOR
attention	attention	control
discrimination	discrimination	response
perception	perception	success
MEMORY	MEMORY	MEMORY
decision	decision	skill

EXPRESSIVE WRITTEN

LANGUAGE

Illustration F

At the fourteenth week of the school year, Mission 14 in the student handbook Mission Write 7, Illustration G, a three-paragraph composition describes a popular holiday-time event, the Rose Parade. Showcasing the discrete skills outlined on its facing page, Illustration H, the composition is a model for a seventh grader's emerging skill at paragraph development and the springboard for generating ideas for independent writing.

After reading and discussing its ideas, after surveying further readings to promote the topic, analysis of the organization of the model elicits the topic sentence in the first paragraph:"Guests and parade are parade are big business." Some students will not be ready to move beyond this simple paragraph for mastery.

For more able students the subsequent paragraphs of the model show that the topic sentence of the first paragraph becomes a thesis statement for the composition. Support comes from the second paragraph's main idea: "A community group decides the theme and other regulations." The third paragraph develops "The floats are expensive," and ends with a conclusion: "Each float transmits a title and the parade theme."

Sophisticated and motivated students can challenge the model by writing appropriate transition sentences or composing a concluding paragraph. They discover further challenge by using words from the Power Payload which were not used in the model, by including words from the morphological concepts of the week, or by patterning sentences with noun phrases in compound structures as the model has done.

The model composition, therefore, allows students at different levels of skill in writing to function within a framework that is the same for all ...a framework that can challenge the capable but not overwhelm the less able in a heterogeneous classroom.

Base Payload	Liftoff Payload	Power Payload
/ s /		/ s /
states	admitted	consistent
New Year's Day	appoints	analysis
listen	decided	crisis
telecast	community	curiosity
Pasadena	committee	hustle
spread	selection	Senate
course	expensive	severe
stairs	according	suburb
guests	applied	assemble
cities	combine	blossom
business	permitted	impossible
sights	tournament	messenger
submit	association	possibility
	title	possibly
	theme	assortment
/ z /	transmits	defense
	blossoms	glimpse
Rose Parade	regulations	immense
business	listened	impulse
thousands	masterpieces	offense

Rose Parade

Thousands listen to the telecast of the Rose Parade on New Year's Day. A parade course spreads along streets in Pasadena, California. States and cities submit floats. Stairs of fresh flowers are molded into many sights. Guests and parade are big business.

Marching bands and floats are usually admitted in the Rose Parade. A community group decides the theme and other regulations. The Tournament of Roses Association appoints a committee to make the selection of the Queen of Roses.

The floats are expensive. Frames are built according to plans. They are covered with chicken wire and plastic. Glue and flowers are applied in the final hours before parade time. Designers combine roses with other flowers and leaves. No artificial blossoms are permitted in these masterpieces. Each float transmits a title and the parade theme.

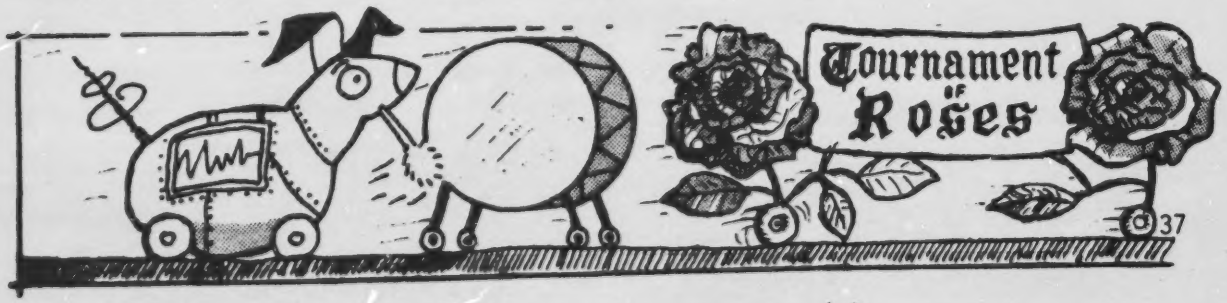
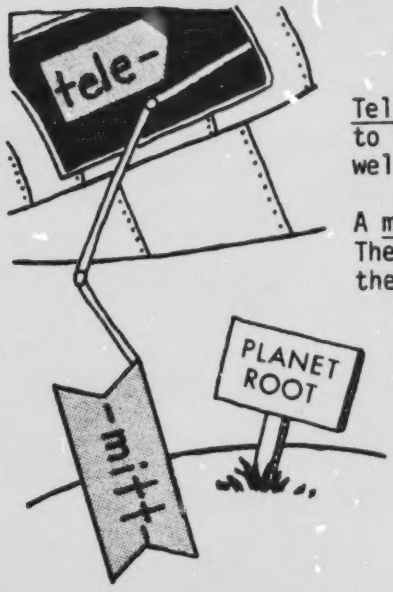


Illustration G

SONIC PHONICS

A small stream of air flows between the teeth to make the unvoiced sound / s /. The lips are barely apart. The tongue rests lightly at the lower gum ridge. / s / can be written s, se, ss, st, sc, and c when it is soft followed by e, i, or y.



COSMIC CONSTRUCTIONS

Telecommunications should bring this prefix tele- to the Space Shuttle. It means FROM AFAR. You are well aware that television is truly seeing from afar.

A mission is the act of being sent to perform a duty. The Shuttle Arm's mission at Planet Root is to dock the root mit , mitt , mis meaning SEND.

A missile is anything sent through the air.

To commit yourself to a cause is to send support with others.

You remit money you send for payment.

To transmit information is to send it across to another.

When you submit an entry to a contest, you send it under a plan.

SATELLITE SENTENCE SYSTEMS

You have learned these functions of NOUNS (or PRONOUNS):

singular or plural:

subject of a sentence or clause

possessive form

direct object of a TRANSITIVE ACTIVE VERB

object of a preposition

indirect object

Any one of these functions can be two or more separate NOUNS (or PRONOUNS). Then they are compound. Your Mission model has many compound NOUNS. Can you find them?

MISSION GO

Write from dictation in cursive handwriting in ink the part or paragraph(s) assigned. Use correct form throughout.

OR

Write your television script as a newscaster for the Rose Parade.

OR

Explain how a marching band becomes qualified for the Rose Parade.

Levels of language development which the model composition showcases in addition to theme development are sentence development including usage, punctuation, capitalization, vocabulary, spelling, phonics, and cursive handwriting. Sequenced week by week, these skills are listed in performance charts at the back of the student handbook. Foremost among these skills for the seventh grader is perfection of spelling along with its helpmates: phonics, visual memory, and handwriting.

Three spelling lists appear on the same page with the model composition, Illustration G. Words in the Base Payload, usually mastered by sixth grade, specifically demonstrate the week's concepts for phonics, visual memory, orthography, and morphology. Base Payload words are all used in the first paragraph of the model. The Liftoff Payload words, typically seventh grade level, demonstrate the orthographic rules and the morphological concepts for the week. Liftoff Payload words are all used in the second and third paragraphs of the model. The Power Payload words, derived from California State Series' 1640 Power Words (Morton Botel, Cora Holsclaw, and Aileeen Brothers) illustrate in multisyllabic words the phonetic concept of the week. As mentioned, enrichment activities stem from these words.

Spelling is a highly integrated synthesis of skills: auditory processing of speech sounds, kinesthetic reproduction of these sounds in speech, discrimination of the visual symbols couching a sound, an instantaneous decision about which symbols to use, and the motoric control to represent the sounds in writing in the correct sequence. Not simple! Learning handicapped students ostensibly reveal gaps in the synthesis of these functions for writing. Blackline worksheets from Teaching Takeoffs provide lessons to fill those gaps, to reinforce mastery of those functions for the learner who has not yet mastered them, or to check for mastery among accomplished learners.

For example, the facing page to the model composition in the student handbook, Illustration I, under Sonic Phonics summarizes the speech sound /s/ and lists the visual symbols used to represent it. Instruction for the group of learners who need it may be as follows:

(1) Say together the Base Payload words while underlining the symbols used for /s/ in each. (Group participation on a a transparency projecting the list enhances self- monitoring and accuracy. For enrichment another group can do the same thing for its Payload list.)

(2) Underline the Payload words in the model composition while re-reading it. Establish clearly the visual and auditory association between the word and its meaning in the sentence.

(3) Locate each word or the semester lists in the middle and end of the handbook. Reinforce alphabetizing and visual short-term memory. Index the word with a 14.

After clearly establishing the saying, the reading, and the meaning of the Payload words, the corresponding worsheet from Teaching Takeoffs, labeled Sonic Phonics Orbit 14, Illustration J, extends the lesson with a further performance objective under Project Task. This worksheet, formally introduces the student to the frequency numbers seen on the semester lists during Activity (3) above. Every word used in the Payloads carries the frequency rating assigned it by the American Heritage's Word Frequency Book which analyzed over five million word samples from textbooks Grades 3 through 9. Sonic Phonics Orbit 14 worksheet poses the challenge of drawing conclusions using both simple and sophisticated thinking skills.

A typical activity, however, for the worksheets accompanying the phonics concepts for the week appears in the next lesson, Orbit 15, Illustration K. Categorizing is another conceptual skill used for the visual symbols which represent a speech sound in the Payload words. In addition more able learners are introduced to the conjugation of verbs in the present tense for the third person inflection using the /s/ or /z/.

SONIC PHONICS

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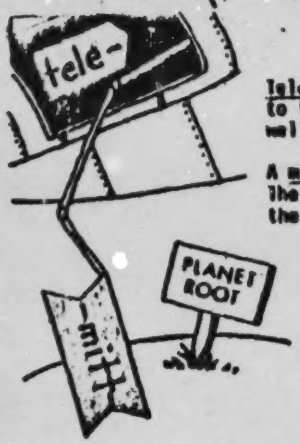

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telecast	community	curiosity
Pasadena	committee	hustle
spread	selection	Senate
course	expensive	severe
stairs	according	suburb
guests	applied	assemble
cities	combine	blossom
business	permitted	impossible
sights	tournament	messenger
submit	association	possibility
/ z /	title	possibly
Rose Parade	theme	assortment
business	transmits	defense
thousands	blossoms	glimpse
	regulations	immense
	listened	impulse
	masterpieces	offense

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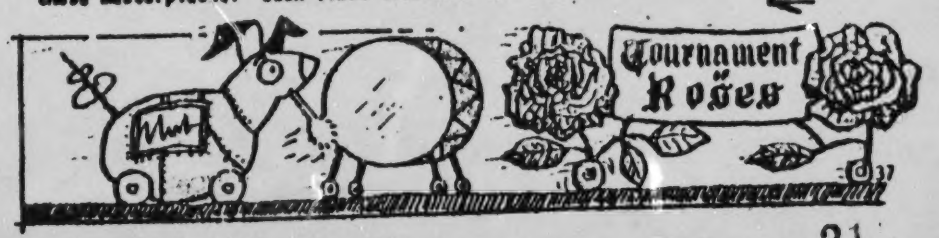

Illustration I

PROJECT TASK: *Distinguish blends with / s /. Make statements from given statistics.*

Over 5 million word samples were taken from school books in all subjects from third through ninth grade. More than 85,000 of these were grouped by a computer. These were the consonant blends beginning with / s / that appeared more than 200 times. The number shows how many times out of the 5 million samples it occurred.

sl	sm	sn	sw
slaves 206	small 3555	snakes 226	sweet 319
sleep 717	smell 378	snow 948	swim 290
slept 200	smiled 413		
slightly 247	smoke 328		
slipped 214	smooth 331		spr
slow 396			spread 531
slowly 1112			spring 802

st		sp	str
stand 1081	stone 593	spaces 227	straight 797
stars 713	stood 1387	Spanish 476	strange 710
start 1087	stopped 1057	speak 661	straw 213
started 1409	store 681	special 1192	stream 338
state 1281	story 2237	species 276	street 748
statement 507	students 475	specific 247	strength 354
states 683	study 2581	speech 469	stretched 251
station 341		speed 750	strike 252
stay 914		spell 1052	string 483
steady 243		spelling 1217	strip 230
steam 340		spend 418	strong 1140
steel 565		spent 522	
steps 747		spider 229	
stick 502		spoke 512	
still 3421		spot 403	

Write Statements from Statistics

1. The most frequent consonant blend beginning with / s / in school textbooks is _____.
2. The four most frequent consonant blends beginning with / s / can make this sentence:_____.
3. The root _____studied in Mission 13 appears in these words with consonant blends:_____, _____, _____.
4. The most surprising word to find on the list was _____ because_____.

Illustration J

PROJECT TASK: *Learn the spellings for / s /. Many NOUN plurals take / s /. Many third person singular VERBS require / s /.*

Here are some samples of the spellings of / s /. Remember that c must be followed by e, i, or y to take the sound / s /. Add words from the model to fit these spellings. Stop when the lines are filled.

ss for / s /	sc for / s /	c for / s /	z for / s /
glass	science	nice	Ritz
_____	_____	_____	_____
_____	_____	_____	
	_____	_____	
		_____	
		_____	

The PRONOUNS he, she, it or any NOUN that can be replaced by one of these PRONOUNS is called third person singular. It is the person, place, or thing the communicator is telling about. As a subject the third person singular takes a certain VERB form for telling about the present time.

The communicator refers to himself as I. This is first person singular. A person being spoken to is second person or you. VERBS are easier to understand in this pattern because we can see changes:

Present Time or Tense

	singular		plural	
First (person speaking)	I	learn	we	learn
Second (spoken to)	you	learn	you (all)	learn
Third (spoken about)	he, she, it	learns	they	learn

Remember NOUNS ending in s, sh, ch, x, and z needed es for plural? Third person singular VERBS in the present tense need es if they end with those sibilant (hissing) sounds, too. Some VERBS have a different word. Add the third person singular form for the present tense:

I have	it has	I go	he_____	I cast	it_____
I am	he_____	I press	it_____	I push	she_____
I do	she_____	I blow	it_____	I stretch	it_____
I melt	it_____	I mix	he_____	I ooze	it_____

Writing requires some efficiency in recording spelling. Though the recording device may be a typewriter or word processor, students most often have access to a pen. Some students even at seventh and eighth grade levels need practice reading and writing cursive script. Teaching Takeoffs supplies weekly lessons in cursive handwriting carefully correlated with the model composition and its spelling concepts.

Every week the first paragraph of the model composition appears in cursive script, Illustration L. By using copies of it or a transparency projection of it students practice either near-point or far-point reading or copying of cursive handwriting. To reinforce spelling and phonics' concepts the same underlining done with the printed model is replicated with the script model. Students use the script model to self-monitor or proofread dictation practice, identifying trouble spots for themselves to establish independent, individualized, appropriate drill.

To teach the specific skills of cursive handwriting Skywriting Orbit 14, Illustration M, serves as an example of how these skills are integrated with spelling. Orbit 14 teaches the formation of capital and lower case s, the most frequent spelling for the /s/ sound developed in the phonics lesson. Space on the worksheet reinforces the vertical spacing of cursive letters and allows for drill of the identified Payload words from the proofreading activity with the dictation and cursive model. Practicing those words with the phrases in which they occur in the sentences of the model composition reinforces sequencing and fluency in the mechanics of writing. One more example of the tangible synthesis of skills with the act of writing!

Rose Parade

Thousands listen to the telecast of the Rose Parade on New Years Day. A parade course spreads along streets in Pasadena, California. States and cities submit floats. Stains of fresh flowers are molded into many sights. Guests and parade are big business.

Illustration L. 25

PROJECT TASK: *Perceive, describe, and make all parts of capital S and lower case s and r.*

Begin capital S with a three line upcurve. Make a loop to the left before the down stroke. Pause at the tip of the boat stroke at the end. Write or trace:

S States Stairs S S

Lower case s and r start with an upcurve. It points barely over the first line. Retrace the base stroke of s on the base line. Slant the top of r slightly. Copy or retrace:

s s spreads s s

s s streets business

Illustration M 26

One step in vocabulary development lies beyond that of spelling common words appropriately for the meaning intended by a statement. That step is the recognition of morphological elements and applying the orthography of inflectional forms, often called structural analysis in reading. Mission Write sequences one hundred fifty prefixes, roots, suffixes, and inflectional elements. Structures learned in Mission 14, for example, Illustration N, are summarized under Cosmic Constructions in the student handbook. Here the Space Shuttle's orbiter extends its arm, in reality currently being tested, and metaphorically reaches into communication space to retrieve the prefix tele- and the root mit or mis meaning send. These morphological structures appear in the words in the Payload lists; the model composition demonstrates their uses at the syntactic, cognitive levels.

Companion worksheets from Teaching Takeoffs provide activities for applying the week's morphological concepts. Cosmic Constructions Orbit 14, Illustration O, illustrates again that activities accomodate different degrees of ability. The activities lend themselves to team enterprise and cooperative learning as well as to independent activity to demonstrate the performance objective stated in the Project Task.

An on-going review of families of derivatives that are introduced comprises a substantial part of the English lexicon. Illustration P provides a format for individual or team contests as a part of such review. In the example the prefix cum- with its variations, introduced in Mission 7, shows how review is purposefully designed to firmly establish a tangible skill.

SOUND PHONICS

A small stream of air flows between the teeth to make the unvoiced sound / s /. The lips are barely apart. The tongue rests lightly at the lower gum ridge. / s / can be written s, se, ss, st, sc, and c when it is soft followed by e, i, or y.

COSMIC CONSTRUCTIONS

Telecommunications should bring this prefix tele- to the Space Shuttle. It means FROM AFAR. You are well aware that television is truly seeing from afar

A mission is the act of being sent to perform a duty. The Shuttle Arm's mission at Planet Root is to dock the root mit , mitt , mis meaning SEND.

A missile is anything sent through the air.

To commit yourself to a cause is to send support with others.

You remit money you send for payment.

To transmit information is to send it across to another.

When you submit an entry to a contest, you send it under a plan.

SATELLITE SENTENCE SYSTEMS

You have learned these functions of NOUNS (or PRONOUNS):

singular or plural:

subject of a sentence or clause

possessive form

direct object of a TRANSITIVE ACTIVE VERB

object of a preposition

indirect object

Any one of these functions can be two or more separate NOUNS (or PRONOUNS). Then they are compound. Your Mission model has many compound NOUNS. Can you find them?

MISSION GO

Write from dictation in cursive handwriting in ink the part or paragraph(s) assigned. Use correct form throughout.

OR

Write your television script as a newscaster for the Rose Parade.

OR

Explain how a marching band becomes qualified for the Rose Parade.

Base Payload	Liftoff Payload	Power Payload
/ s /		/ s /
states	admitted	consistent
New Year's Day	appoints	analysis
listen	decided	crisis
telecast	community	curiosity
Pasadena	committee	hustle
spread	selection	Senate
course	expensive	severe
stairs	according	suburb
guests	applied	assemble
cities	combine	blossom
business	permitted	impossible
sights	tournament	messenger
submit	association	possibility
	title	possibly
/ z /	theme	assortment
	transmits	defense
Rose Parade	blossom	glimpse
business	regulations	immense
thousands	listened	impulse
	masterpieces	offense

Rose Parade

Thousands listen to the telecast of the Rose Parade on New Year's Day. A parade course spreads along streets in Pasadena, California. States and cities submit floats. Stairs of fresh flowers are molded into many sights. Guests and parade are big business.

Marching bands and floats are usually admitted in the Rose Parade. A community group decides the these and other regulations. The Tournament of Roses Association appoints a committee to make the selection of the Queen of Roses.

The floats are expensive. Frames are built according to plans. They are covered with chicken wire and plastic. Glue and flowers are applied in the final hours before parade time. Designers combine roses with other flowers and leaves. No artificial blossoms are permitted in these masterpieces. Each float transmits a title and the parade theme.

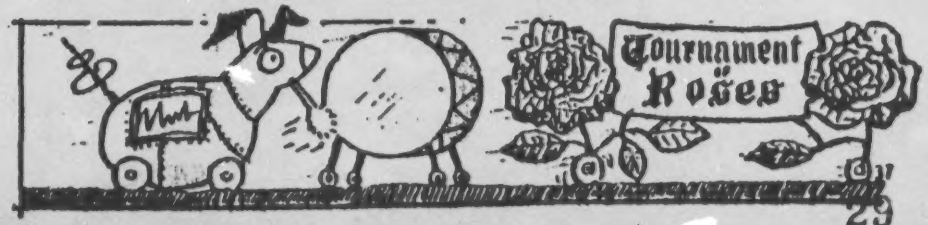

Illustration N

COSMIC CONSTRUCTIONS ORBIT 14 Galaxy 7

PROJECT TASK: *Learn the prefix tele- meaning FROM AFAR and the root mit , mitt or mis meaning SEND.*

Finish this story with tele- words. Use a dictionary.

Andrew Android Write sent a telecommunication to the Space Shuttle. It beeped, "Transmitting prefix tele- to Shuttle Arm by telephotography PAQ. ANDREW." (The crew learned later PAQ stood for Pretty Androidic Quick!) Soon the Chief _____(one who writes a record from afar) spotted Andrew on his _____(act of seeing from afar) screen. He dialed his _____(sound from afar) to get a _____(to look at from afar). The Chief checked the _____(instrument to measure how far distant an object is from the observer). At that moment the _____(instrument to type from afar) tapped out the news.

"ANDROID NEARLY CAPTURED BY SHUTTLE ARM"

Even if the Shuttle Arm missed Andrew, it swept by Planet Root for mis , mit , mitt meaning SEND. The Shuttle crew found out that even transmission of messages by telemechanics can make mistakes. This is the message that got to Planet Earth:

SPACE_____ESCAPES

Work this puzzle. Find the missing word.

one who sends radio messages t r a n s _ _ _ _ _ △

those who are sent together to do a job c o m _ _ _ _ _ _ △

allows a thing sent through △ _ _ _ _ _ _

to allow one to enter or be sent to school _ _ m i △

a special job one is sent to do _ _ _ _ s △ o n

Any object sent through the air _ _ _ _ _ _ △ e

a break sent between the acts of a play i n t △ r _ _ _ _ _ _ _ _

Illustration O 30

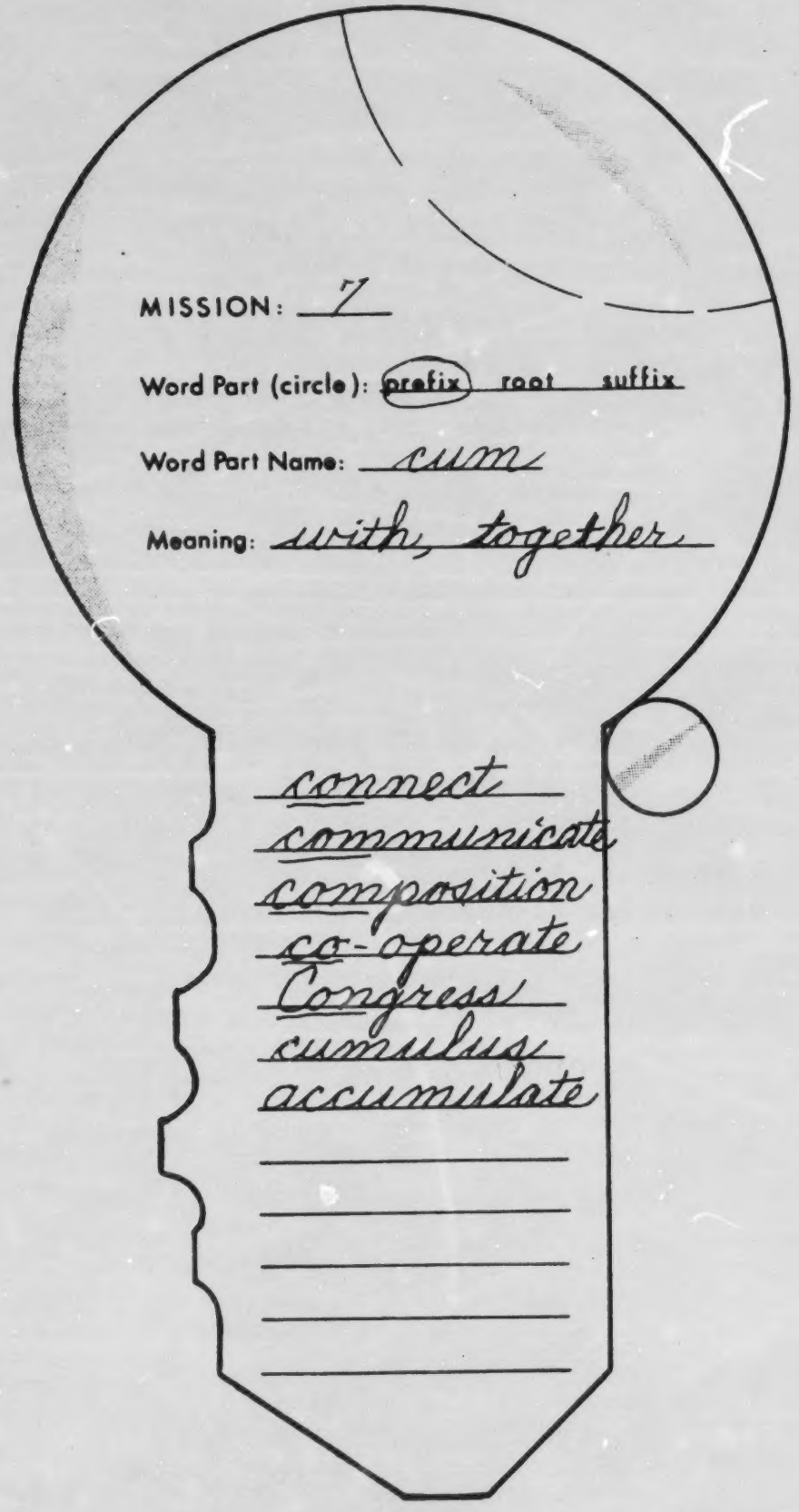

Illustration P

Consistently demonstrating how to apply discrete skills to the process of writing, Mission Write unites auditory and speech processing, integrates spelling in both its phonetic and structural contexts, incorporates cursive handwriting, establishes a vital strand of vocabulary development, and also deliberately infuses a planned sequence of concepts in syntax, usage and grammar. As with other objectives for the week, the facing page to the model composition in the student handbook outlines the grammar lesson for Mission 14, Illustration Q. During the first thirteen weeks of the program, seventh graders have learned the functions of nouns in simple sentences. A prelude to parallel structure, Week 14 shows that two nouns joined by a conjunction can serve in any of these functions.

Intentionally, therefore, sentences using nouns in compound structures perform various functions in the model composition. In paragraph one for the less able student, only compound subjects appear. By paragraph three nouns appear as compound objects of prepositions. Teaching Takeoffs' Satellite Sentence Systems Orbit 14, Illustration R, reviews the concept of compound, introduces conjunctions, and formats the practice locating the compound functions of nouns in the model's sentences, now meaningful and familiar to the student.

This demonstration using Mission 14 shows strategies for teaching writing skills through all modalities of learning: auditory, visual, and kinesthetic. Lessons allow for degrees of ability among students to attend, to discriminate, to perceive, to remember, to decide, and to perform. A portion of the dictation assesses each student's mechanical fluency in applying the skills taught and ability to write down what someone is saying...expertise in notetaking. Every student in class has the same book but participates within individualized expectations!

[redacted]

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- object of a preposition
- indirect object

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spread	selection	Senate
course	expensive	severe
stairs	according	suburb
guests	applied	assemble
cities	combine	blossom
business	permitted	impossible
sights	tournament	messenger
submit	association	possibility
	title	possibly
	theme	assortment
/ z /	transmits	defense
	blossoms	glimpse
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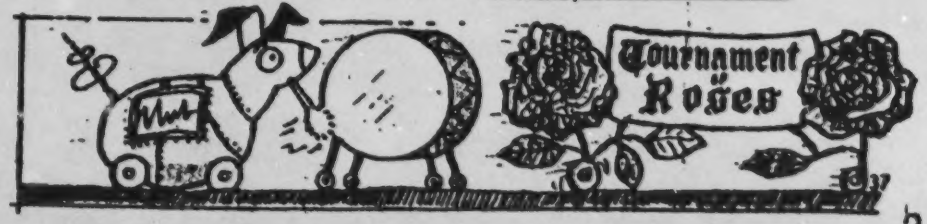

Illustration ©

PROJECT TASK: *Learn that in any of their functions NOUNS (or PRONOUNS) can be compound.*

In MISSIONS 1 and 2 you reviewed compound words. They are words made up of two words, like football and sideline. Nothing is used to join them. A few like post office are kept separated.

NOUNS (or PRONOUNS) can be compound, too, in each function. They need a word to join them. It is called a conjunction. The one used for joining two NOUNS (or PRONOUNS) is usually and. Others are or, both...and..., either...or..., neither...nor.... More than two NOUNS (or PRONOUNS) make a list or series. Remember a (,) comma is used between each one in a series. Circle the conjunctions in the examples below:

The possessive function of NOUNS (or PRONOUNS) can be compound:

Either Jim's or Joe's bike was found.

The subject function of NOUNS (or PRONOUNS) can be compound:

Andrew and the Chief laughed.

Add the compound subjects from the model to these:

_____ and _____ submit floats.

_____ and _____ are big business.

Marching _____ and _____ are usually admitted.

_____ and _____ are applied in the final hours.

The direct object function of NOUNS (or PRONOUNS) can be compound:

It hit a comet or an asteroid.

Add the compound direct objects from the model:

The group decides the _____ and other _____.

Each float transmits a _____ and a parade _____.

The object of the preposition function of NOUNS can be compound:

The telecast came over Channel 4 and Channel 7.

Add the compound object of the preposition from the model:

They are covered with _____ and _____.

Designers combine roses with other _____ and _____.

The indirect object function of NOUNS (or PRONOUNS) can be compound:

He tossed Sarah and me the hot cookie.

All students--learning, perfecting, and applying the discrete skills of writing just demonstrated through the Mission Write program--also invests in a class-wide, self-generated writing assignment. How do students learn to define, to develop, to organize, to edit, and to evaluate their writing? Because teachers tend to teach what they evaluate, the Touchstone, an analytical and defined evaluating system, becomes the barometer for teaching and learning strategies in the classroom.

What is the Touchstone process? Does it work? How do students and their teachers learn it? What are the implications in the classroom? An overview of the development and field testing of the Touchstone proves that it is a legitimate measure of student performance. And it works! The demonstration of a planned inservice on the Touchstone for teachers, and in turn for their students, proves that its application is simple if it is broken into logical steps. The Touchstone becomes the structure for writing units because it is the process by which students combine the skills of writing, the act of writing, and the evaluation of writing in a way that seems clear, consistent, and fair to them.

At the very first encounter with the Touchstone an impression of complexity soon yields to respect for its simple logic, Illustration AA. The Touchstone's defined levels of performance begin at Level 3, assuming two levels of language acquisition before writing begins: auditory and vocal processing. Level 9 reflects the demands of the employment community. Level 8, rare in middle school writing, was verified by highly rated secondary school writing samples. Levels 3 through 7, therefore, become the norm for middle school students.

Why Touchstone? A touchstone was a slab of black stone first used by the Lydians of Asia Minor to test the purity of gold or silver in a metal. Today a touchstone is any criterion used to determine value. Exactly the purpose of the Touchstone as a part of the writing process!

TOUCHSTONE

SUBJECT/IDEA DEVELOPMENT

9 Conveys complex ideas clearly, concisely, and coherently with remarkable ease for the reader.

8 Carries complex ideas smoothly from paragraph to paragraph to unify a thesis.

7 Explains complex ideas in unified paragraph(s) with a clear beginning, middle, and end.

6 Associates relevant details in one outstanding part and clearly limits the topic with a focus.

5 Lists items without a clear topic sentence or descriptive details.

4 Repeats the name of the topic over and over without an orderly flow of ideas.

3 Wanders from the subject or does not develop the subject.

SENTENCE/PARAGRAPH DEVELOPMENT

9 Communicates ideas in coherent, precise paragraphs and distinctive sentences.

8 Sequences well-developed paragraphs, relates them with appropriate transitions, and uses a variety of sentence patterns.

7 Refines paragraph patterns: clearly supports main ideas with a variety of sentence patterns and correct usage.

6 Varies sentences which flow smoothly and show paragraph organization.

5 Completes sentences but may have awkward parts, imprecise paragraphs, or usage errors.

4 Writes choppy sentences with some fragments or run-ons. Makes usage errors like switching tenses or pronoun reference.

3 Writes many fragments or run-on sentences and ignores paragraphs.

VOCABULARY

9 Considers audience with precise, appropriate words and defined terms when needed.

8 Illuminates ideas with precise and vivid word choices.

7 Chooses a variety of accurate words appropriate to the topic to promote clarity.

6 Tries descriptive words and uses correctly words often confused.

5 Uses basic words and often repeats them, like *then*, *said* or *because*.

4 Allows trite or vague words like *nice*, *fun* or *thing*.

3 Uses a limited range of words. Uses slang like *stuff* and *a lot*. Overuses *it* and forms of *be*.

MECHANICS

9 Assures freedom from errors and follows a stylesheet.

8 Punctuates and capitalizes precisely for meaning.

7 Controls mechanics for complex structures like non-restrictive clauses and for forms like poetry.

6 Controls mechanics for a variety of sentence patterns, for dialogue, or for forms of letters.

5 Punctuates simple sentences correctly, but shows confusion in paragraphing, compound sentences, or dialogue.

4 Lacks necessary mechanics to show meaning for proper nouns, series, or simple sentences.

3 Ignores the function of mechanics in writing.

SPELLING

9 Masters the use of the dictionary or technical sources for accuracy.

8 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 7 or above.

7 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 6 or above.

6 Spells basic words correctly, but may make infrequent errors in a vocabulary level of 5 or above.

5 Misspells basic words or common homonyms. Uses symbols or abbreviations inappropriately.

4 Distracts reader with incorrectly spelled words.

3 Misspells many, many words.

HANDWRITING

9 Prepares a manuscript according to a stylesheet.

8 Produces a model manuscript for a classroom.

7 Provides a consistent format with easily readable handwriting.

6 Produces a manuscript with fairly readable, uniform handwriting.

5 Shows effort to produce a readable manuscript.

4 Allows manuscript or handwriting to be unattractive or difficult to read.

3 Allows handwriting which is barely readable.

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Illustration AA

Gaining face validity from two years of careful assessment, the Touchstone was tested on the same student populations and at the same time as that of the Mission Write materials. Students using the Touchstone processes showed that they significantly improved in their self-generated writing in all capacities more than their control counterparts who were instructed by a variety of teaching strategies in the four districts. Touchstone results appear in Illustration BB. Why such results? The Touchstone sets a criterion for classroom writing.

The Touchstone developed empirically not from other rating systems but from a comprehensive study of what students write, especially students in their middle school years. Ten experts in judging written communication met for eight hundred hours searching into six thousand writing samples generated by middle school students. From their study these professionals defined the developmental levels they actually found in student writing. This committee interviewed executives in businesses and industries in the San Francisco Bay Area to determine what writing skills they expected of their employees. The Touchstone emerged from this systematic and logical analysis of what students do write and what future employers will expect them to write.

Using the same process as they used in finding what students do write, the experts established the consistently identifiable categories or components they found in the written works. Those categories are the six components of the Touchstone: Subject and Idea Development, Sentence and Paragraph Development, Vocabulary, Mechanics, Spelling, and Handwriting/Format. The obvious interdependence of these categories becomes explicit through illustrations from student work. The definitions and illustrations appear in Guide for Analytical Rating, Appendix II, and are used for inservice of teachers and instruction of students.

Touchstone Results

Table III: Fishers t values for significance of difference scores.

Touchstone Category	Grade 7			Grade 8		
	t	p	.05*	t	p	.05*
1. Subject/Idea Development	2.23		x	5.71		x
2. Sentence Development	1.64			7.09		x
3. Vocabulary	0.98			6.28		x
4. Mechanics	3.83		x	5.65		x
5. Spelling	2.94		x	4.86		x
6. Handwriting/Format	1.75			6.76		x

* An "x" in this column means that the target pupils showed significantly greater gains than the controls.

Table III shows the t test values obtained for each Touchstone category. The t test were computed to determine whether or not the target groups using the Touchstone process produced significantly greater gains than their control counterparts.

In general, the Touchstone project treatment produced significant improvement in all six Touchstone categories as measured by all three raters for eighth grade pupils. For seventh grade the effects of the Touchstone process on specific Touchstone categories is less dramatic. This is true in part because the exposure of seventh graders was from September to December, 1983, whereas the eighth graders had also experienced the program throughout their seventh grade year.

Claim Number 5: The fifth claim suggested that target pupils would show greater gains on standardized achievement tests than would the controls. The WRAT Spelling and SAT Vocabulary, Language, and Spelling Tests were pre- and post- administered to all target and control pupils. The eighth grade Touchstone pupils produced significantly greater gains than the controls (t = 3.44; p .05) on WRAT Spelling.

Illustration BB

Using the Touchstone to evaluate student writing does require some explanation and exploration. Just as no student would be expected to make immediate application of the scale, no teacher is expected to do so. A planned inservice models for teachers exactly how they in turn can instruct their students in the use of the Touchstone. Inservice for teachers presumes that they have had no experience with the scale like instruction for seventh graders presumes no experience with the Touchstone in the Order of Introduction, Illustration CC, and Page 5 of the Guide. Though seventh graders use their first five writing assignments to become experienced Touchstone raters, teachers accomplish that experience through an anchor paper in two sessions outlined on Page 14.

During inservice sessions teachers use the Guide from which they themselves make the transparencies for projection to use in the classroom just as the demonstrator here uses them. A brief summary, as was done here, introduces the Touchstone. Starting with the Standard Proofreading Marks, Page 2 of the Guide, Illustration DD, introduces the Touchstone rating procedure with familiar symbols and techniques.

Touchstone scoring is analytical in contrast to letter or number grades alone, but it incorporates a prevalent technique among teacher-raters of student writing. The familiar content over form score used by many evidences itself in the Touchstone stamp, Page 3 of the Guide:

TOUCHSTONE STAMP

TOUCHSTONE LEVEL____

Subject/Idea_____
Sentence/Paragraph___
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting/Format___
(2 out of 3)

TOUCHSTONE INSERVICE

SESSION#1

Learn the Organization

Apply It to Student Writing

Model Team Learning with It

SESSION #2

Discuss Using TOUCHSTONE

Use It for Consistent Rating

Determine Use of Instructional Units

TEACHING THE TOUCHSTONE :

Order of Introduction

Writing Assignment	Grade 7	Grade 8
1 approx. WEEKS 1-2	HANDWRITING /FORMAT	SUBJECT/IDEA DEVELOPMENT
2 approx. WEEK 3	VOCABULARY & SPELLING	VOCABULARY & SPELLING
3 approx. WEEKS 4-5	SENTENCE/PARAGRAPH DEVELOPMENT & MECHANICS	SENTENCE/PARAGRAPH DEVELOPMENT & MECHANICS
4 approx. WEEKS 6-7	SUBJECT/IDEA DEVELOPMENT	FORMAT/ HANDWRITING
5 and subsequent compositions	USE ALL CATEGORIES or REINFORCE ANY	USE ALL CATEGORIES or REINFORCE ANY

Illustration CC

STANDARD PROOFREADING MARKS

THE FOLLOWING SYMBOLS WILL BE USED BY YOU, YOUR TEACHER, AND OTHERS TO MARK ERRORS IN YOUR WORK:

≡	=	capitalization
⊙	=	period needed or one used is not correct
?	=	question mark
,	=	comma
"	=	quotation mark
'	=	apostrophe
sp	=	misspelled word
ww	=	wrong word
RO	=	run-on sentence
frag.	=	fragment sentence
^	=	something omitted (left out)
a nd	=	make one word
and/the	=	make two words
voc.	=	find a better word
¶	=	paragraph is needed
	=	imprecise words like it, a lot, stuff, and slang
	=	handwriting
awk	=	awkward wording

The Touchstone stamp for recording its ratings shows the first three components to be those of content. The last three components are those of form. A student paper judged, for example, to be a Level 5 in Subject and Idea Development, a Level 5 in Sentence and Paragraph Development, and a Level 6 in Vocabulary has not achieved beyond a Level 5 in content. Though the same paper may achieve Level 6 in Mechanics, a Level 6 in Spelling, and a Level 6 in Handwriting/Format, it has not achieved a Level 6 in both the content and form components and is rated a total Level 5. The student writer, however, now knows the areas to give addition to in writing, in revising, and in proofreading on the next assignment. That student knows that a solid Level 6 is within reach.

The stamp appears on anchor papers used for inservice. An easily-acquired rubber stamp is used on student compositions in the classroom; indeed, the stamp on a completed composition indicates that it was turned in on time. For writing samples done in class or for final drafts of composition assignments, dittoed notebook paper bears an image of the stamp. The use of the stamp on rough drafts reminds the writer of the goals for revising, editing, and proofreading. The components of the Touchstone represented by the stamp organize sessions for teams doing editing or evaluating. Finally, the elements of Touchstone rating lend themselves to objective measurement data as the results on Illustration BB indicate.

Touchstone rating explicitly reveals the objectives for learning and for teaching; it establishes for the student areas of strength and areas of weakness in writing; it allows individual goals to be set at the next developmental level in each of the identified components of a written work. Because these analytical qualities inherent in Touchstone ratings focus on gains in performance among the separate components, a gain of a full level in the total score may require a year's effort.

Implementing Touchstone scoring is a lively and orderly process. With copies of an anchor paper the participants, teachers at an inservice and subsequently their students in the classroom, practice first the most easily judged component: Handwriting/Format. A transparency of Page 31 of the Guide, Illustration EE, reviews for the group the definition for each Level. Each definition is compared with the student sample, Pages 32 and 33 of the Guide, Illustration FF. Individually each participant applies the criterion to the anchor paper, Illustration GG, recording judgment on its stamp. The demonstrator records on a transparency of the anchor paper the group consensus, for example, Level 5 for Handwriting/Format.

From this initial practice the participants then learn to transfer the rating from the paper to a student record, Page 35 of the Guide, and transparency Illustration HH. Color coding on the record page may distinguish student judgment from teacher judgment. For the student, however, the processes of judging and charting gains are the crucial elements.

Participants next experience team learning strategies in rating the Vocabulary and Spelling on the anchor paper. Assignments to teams is easily accomplished by the anchor papers appearing on different colors of paper. The demonstrator reviews, as with the Handwriting/Format procedure, the criterion for Vocabulary and its corresponding student examples found on Pages 20 - 22 of the Guide. Because ratings for Spelling are keyed to the level of Vocabulary used in the paper, the teams first meet and determine the Vocabulary Level on the anchor paper. After teams reach decision, the demonstrator establishes group accord and on the transparency of the anchor paper records the rating, for example, Vocabulary 6. The teams then confer on their rating for Spelling using Pages 28 - 32 of the Guide. After team decisions are reached, the demonstrator records on the transparency of the anchor paper, for example, Spelling 6.

TOUCHSTONE

HANDWRITING/FORMAT

LEVEL

9 Prepares a manuscript according to a stylesheet.

8 Produces a model manuscript for a classroom.

7 Provides a consistent format with easily readable handwriting.

6 Produces a manuscript with fairly readable, uniform handwriting.

5 Shows effort to produce a readable manuscript.

4 Allows manuscript or handwriting to be unattractive or difficult to read.

3 Allows handwriting which is barely readable.

Illustration EE

HANDWRITING/FORMAT

LEVEL
5 Attempts a readable script

I can hear my heart beat thump, thump, thump.
I can hear a squirrel digging at a tree stump.
I can hear a plane roar overhead.

In a cab, four days later, John finds himself traveling swiftly through the loud Manhatten streets. John

LEVEL
4 Allows a difficult-to-read script

This monstrocity was a gift from the French to the American. I cannot remember how tall it was but

After about three hours a helicopter spotted me and like a flash I was safe in the Loge Lodge.

LEVEL
3 Writes a barely readable script

So far skiing has been the safest and funnest sport I've done. Once and awhile you have to watch out for hills

When I got the my last started to beat it missed

TOUCHSTONE LEVEL__
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting___
(2 out of 3)

Deepavali

Deepavali (or Diwali) is a festival that is celebrated in India. It is celebrated for three days.

Deepavali means festival of lights. Since Deepavali means festival of lights we set out lights everywhere. We also use Christmas lights and hang them up for decorations. We also have sparklers that we pass around to have a kind of entertainment and, since it shows light, it fits in. Not only do we put lights up but we also have a puja in worship for goddess Saraswati the goddess of learning. Others do puja, too, but they don't put lights everywhere. They clean the house spic and span, though.

Deepavali is important to me because it is the time when we make our resolutions. Then we pray so we can keep them.

Deepavali is a very festive celebration. When we pray to the lord We do so for many reasons. I think trying to keep resolutions is very important.

Touchstone Record

SCHOOL_____ GRADE____ PERIOD____

TEACHER_____ NAME_____

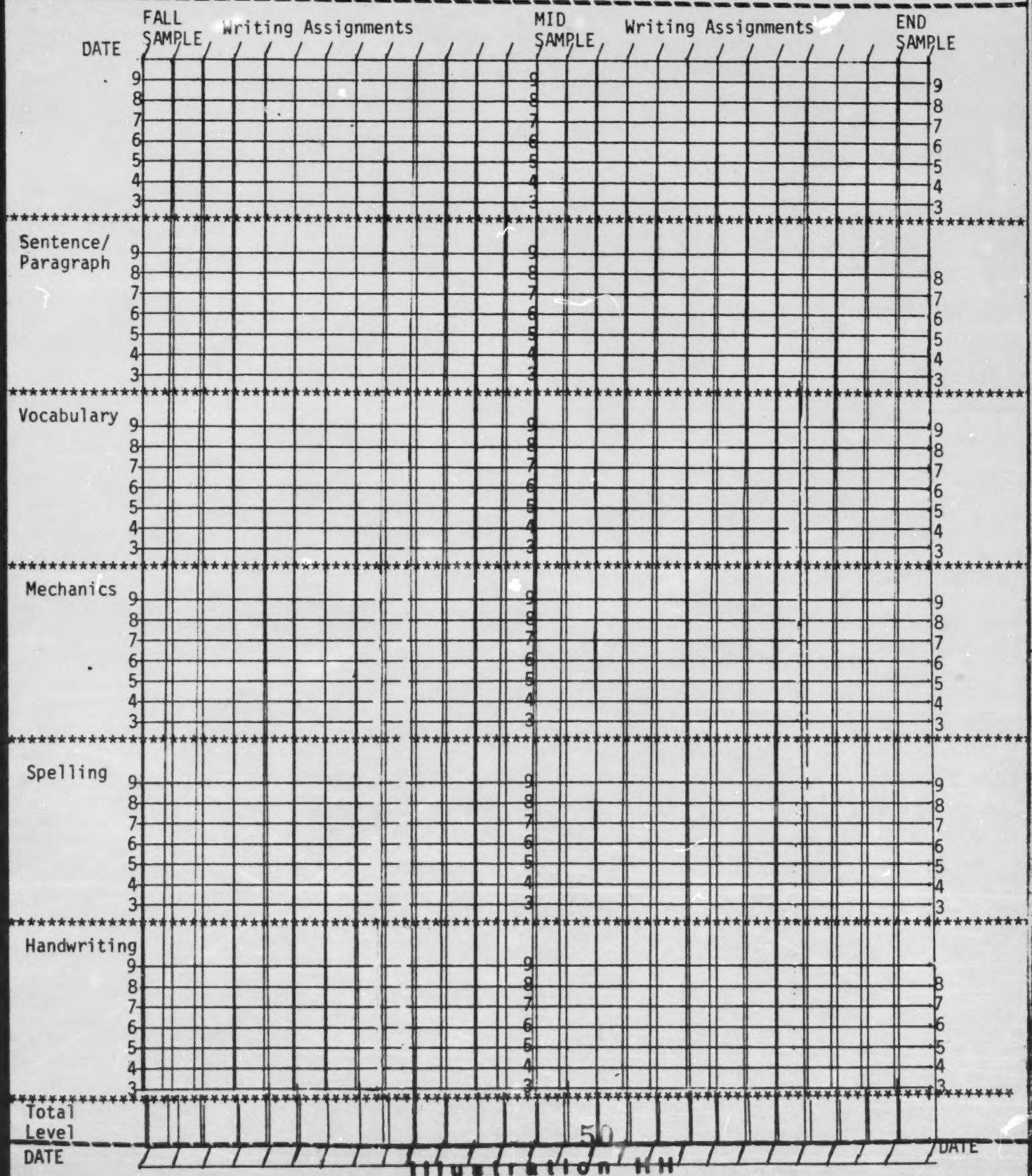

Illustration HH

Having twice practiced the procedure, participants consider the descriptors and student examples of each Level for Sentence and Paragraph Development and for Mechanics in companion sets. Syntax governs capitalization, punctuation, and paragraphing. When participants have reviewed together with the demonstrator the criteria for the Levels of these two categories, they agree on a location and time to meet after a break.

When the teams re-assemble, they rate the anchor paper for the two categories just reveiwed using Guide Pages 14 - 19 and Pages 23 - 27. (Time restrictions at this presentation do not allow this vital experience and interaction.) If participants were at an inservice, teams report their decisions to the demonstrator who (1) records on the transparency and brings closure on a group decision for the anchor paper, for example, Sentence and Paragraph Development Level 5 and Mechanics Level 5, and (2) records on a chart the salient issues raised by the teams in reporting their decisions.

The demonstrator promises that the issues arising when the teams applied the Touchstone's criteria to a student work will be discussed later. Participants turn to the review of the Subject and Idea Development in the anchor paper as the group considers the Touchstone definitions and the sample student compositions to accompany each definition. Beginning with the Level 9 sample, the demonstrator develops the gradual deterioration in unity, cohesiveness, and emphasis which the Touchstone tags as the developmental levels in student writing. The participants determine that the anchor paper "Deepavali" is Level 6 in Subject and Idea Development.

With all categories of the Touchstone having been recorded for the anchor paper, "Deepavali," the demonstrator reviews the dual purpose of

of the Touchstone stamp: (1) record a student's strengths and weaknesses in the separate categories in order to chart gains and (2) show the Total Level 5, in this case, to encourage setting the goal: the soon-to-be-attained Level 6.

Participants leave the first inservice sessions for Touchstone with two charges for their final session. They receive another anchor paper, perhaps "The Lake" in Illustration II or one of local choice, on which they will independently practice Touchstone rating and note issues they confront. They will return to the final session with three copies of one of their student papers.

The final inservice session begins with the role-playing of a teaching strategy Touchstone scoring inspires: team learning. Participants assemble in teams of six. They each assume a student role for the student paper they brought. The team designates two sub-groups within their group of six. Each sub-group member assumes the role of (1) an able student, (2) an average but leader-like student, and (3) a struggling student. The sub-groups first read through their three papers together making marginal notes and proofreading marks on the copies, demonstrating to themselves cooperative learning. The team of six uses, secondly, the procedure outlined in "How To..." in Illustration JJ to refresh themselves on Touchstone crieteria and apply Touchstone rating to the six student papers, one of which each team member had brought and is role-playing the student. Such routine team evaluation of writing assignments, either at the rough draft stage or for final evaluation, frees the teacher for fewer but more comprehesive evaluations of each student's progress. Such routine evaluation of weekly assignments in a team setting reinforces a student's ability to self-monitor and self-critique. Furthermore, every student gets an audience every time he or she writes!

TOUCHSTONE LEVEL___
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Name_____
Date_____

The Lake

Somewhere in southern Montana, about 15 miles away from the small town of Phillipsburg, there lies a grassy field with a smal lake in the background. A few small cabins lie behind you facing the water. You can hear the waves lapping against the shore, as you sink down into the soft, dewy grass.

With a soft breeze blowing against your face, you silently watch sailboats drifting around the lake. The sweet smell of the grass makes it seem so peaceful. You might see a small snake slithering through the field, or maybe a lizard darting across the ground. With a few birds flying high up in the sky, you feel that you couldn't come closer to nature.

As the clouds begin to fade against the pale blue sky, and the sun begins to sink behind the grassy green mountains, you begin to reflect on your day. It couldn't be more peaceful as the sun fades away with patches of pink, yellow, and orange encircling it and sailboats one by one disappearing while the breeze becomes stronger to make the tall grass sway. I don't know the particular name of this place, but in my own mind, I call it heaven.

Illustration II

TEAM RATES FINAL OR ROUGH DRAFTS USING TOUCHSTONE

How To...

I. Preparation and assignment to teams
   A. Student compositions
   B. Touchstone folder, pen and pencil
   C. Rating sheets bearing six Touchstone stamp impressions, Illustration KK

II. Review the assignment.
   A. Transparencies reinforce the concepts.
      1. Subject and Idea Development
      2. Sentence and Paragraph Development
         a. Reference to a specific skill being taught in lessons
         b. Model paper which illustrates the skill, preferably student's
   B. Focus on general Levels being attained
      1. Show a student paper with a Level 6 of one well-developed paragraph
      2. Show a Level 7 with a beginning, a middle, and an end

III. Proceed with peer evaluations in teams
   A. Introduce team members to any guests or observers.
   B. Each team member reads his or her paper to teammates.
      1. Each team member except the reader fills out reader's name on the "author" line in Illustration KK.
      2. Each team member except the reader determines the Subject and Idea Development Level for that reader's paper, recording it.
   C. When each team members paper has been read aloud, pass the papers one member to the right.
      1. With a fellow member's paper use any proofreading marks required
      2. Read it and rate it for Sentence and Paragraph Development Level
      3. Mark the rating on the stamp on the student's paper.
      4. Mark the same rating for that author on the Illustration KK sheet.
   D. Pass the papers to the next person on the right and follow the procedure in Item C above for Vocabulary Level on the fresh, to the reader, paper.
   E. Follow the same procedure for Mechanics Level.
   F. Follow the same procedure for Spelling Level.
   G. Follow the same procedure for Handwriting/Format.

IV. Each author transfers the Touchstone rating to his folder.

V. The teacher collects the composite worksheets, Illustration KK.
   A. From the composite sheets group difficulties are identified.
   B. Teams report general strengths or weaknesses evidenced from ratings.

Name_____

Date_____

Touchstone Ratings for (Unit Title)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Author:_____

TOUCHSTONE LEVEL_____
Subject/Idea_____
Sentence/P_____
Vocabulary_____
(2 out of 3)
Mechanics_____
Spelling_____
Handwriting_____
(2 out of 3)

Illustration KK

THE TOUCHSTONE :

Sets Objectives

Teaches

Measures

TOUCHSTONE STAMP

TOUCHSTONE LEVEL_____

Subject/ Idea_____

Sentence/Paragraph_____

Vocabulary_____

(2 out of 3)

Mechanics_____

Spelling_____

Handwriting/Format_____

(2 out of 3)

Illustration LL

After role playing the team learning which Touchstone scoring structures, the demonstrator brings inservice participants to their evaluation of the Touchstone and the quality of the inservice sessions. Participants report their independent decisions when they rated the anchor paper "The Lake" or the paper chosen to be the anchor paper. As participants volunteer ratings for each of the categories of Touchstone scoring, the demonstrator records them on an enlarged image of the stamp on a transparency, Illustration LL from Page 3 of the Guide. The degree of inter-rater agreement on Touchstone scoring soon becomes apparent.

Having displayed the chart of issues which came up during the first inservice sessions, participants begin to recognize that some of those issues have now resolved themselves from experience with the system. Those issues which have not been resolved, or new issues which arise from the experiences in independently applying Touchstone rating, are added to the chart or starred. Participants recognize those issues to be the difficulties they will address in their respective schools should they wish to institute Touchstone rating. The demonstrator recognizes these issues as part of the evaluation, Page 20, of the inservice sessions. Common positive attitudes toward Touchstone scoring, however, emerge between the demonstrator and inservice participants just as such attitudes will occur later between the teacher and students in the classroom. Those positive attitudes will include a conviction that the Touchstone provides consistent communication in rating student writing, that the Touchstone ratings indicate for the student areas of strength and areas of difficulty in his or her writing, and that Touchstone ratings chart student progress. In addition, the Touchstone criteria set the goals for instruction.

The Touchstone WRITE project teachers accepted the Touchstone for the evaluation of student writing and they embraced its criteria as the goals for instruction. With the Touchstone these teachers formulated a series of writing units which encompass the writing process at Grade 7 and Grade 8. The units structure various forms of writing assignments, integrate the specific skills of writing with the process of writing, vary the modes and the levels of learning, and assemble a cross-reference of the materials available in their four districts to accomplish the objectives of the units. The scope, sequence, and content of these instructional units appear on Illustrations MM and NN.

The project teachers found that a comprehensive writing assignment during the normal weeks of an academic year required one or more weeks to generate ideas, to demonstrate the organizational techniques inherent to the purpose of the assignment, and to produce the rough drafts of student writing. They found full activity in a second week devoted to revision, editing, proofreading,and evaluating the final drafts. During these processes students also have weekly or daily lessons in the developmental skills to be integrated for that unit. In the scope and sequence of the instructional units, for example, Touchstone's project teachers grouped Mission Write's dictation models for their appropriateness to the unit topic and skills. The specific skills of each unit are geared to the six categories of the Touchstone: Subject and Idea Development, Sentence and Paragraph Development, Vocabulary, Mechanics, Spelling, and Handwriting/Format.

Reference to one unit serves to show how the Touchstone guides the teaching of writing processes: generating ideas, organizing ideas for audience and purpose, writing a rough draft, revising and proofreading from instruction in discrete skills of writing, evaluating the work, and targeting areas for attention in the next work.

C.L.A.S.

Touchstones
for
The Writing Process
6 - 9

LUCY K. BERARDI

(Please give this sheet to the speaker or leave it in the box by the exit.)

NAME_____ AFFILIATION_____

ADDRESS_____

The information was	EXCELLENT	GOOD	FAIR	POOR
The presentation was	EXCELLENT	GOOD	FAIR	POOR

COMMENT_____

_____

_____

The student assignment sheet of a sample unit of the Touchstone series appears first on Illustration OO, though it is Page 1 of this unit. It is followed by the Contents of the unit, Illustrations PP and QQ, which clearly demonstrate the structure provided by the Touchstone. Illustrations RR and SS document the sources used in the four districts to compile the units. Appendix III contains the contents of all of the units developed and outlined in the sequence charts, Illustrations MM and NN.

Throughout this demonstration it has been explicitly established that the Touchstone as an analytical rating system had a logical development. Teachers who used it planned a specific inservice for others and for their students. The Touchstone inspires valid teaching strategies and techniques. The Touchstone establishes the objectives for the teacher who proposes to teach writing skills. The Touchstone is a consistent measure of student progress. The Touchstone is a touchstone for classroom instruction.

TOUCHSTONE WRITE: GRADE 7 OVERVIEW

SKILL	OBJECTIVES	UNIT TITLE	#	SENTENCE DEVELOPMENT	MECHANICS	VOCABULARY ENRICHMENT +	SPELLING	CURSIVE WRITING	DICTATION MODEL
Narrate in sequence.	Sequence ideas centered in a topic sentence.	FAVORITE ACTIVITY	1	Complete Predicate	End Punctuation	Syllables fore-ness-ment	Consonants PRETEST	PRETEST Paper Position	1. Water Skiing 2. Helicopter
Explain in a friendly letter a flashback.	Interrupt a time-order narrative with a flashback caused by or about the beach.	SHORE LINES	2	Complete Subject Fragments Run-Ons	Social Letter	NOUN plurals, -ly-ex-phot-gram	bl,br,pl,pr C + le + ly	Pen Grip Vertical Space	3. Beach Trip 4. County Fair Letter
Tell a mystery story.	Develop a unique advantage into a story plot.	HALLOWEEN SUSPENSE	3	Simple Subject Possessive NOUN		de-ad- PRETEST	/d/,/t/,/ed/=-ed /t/,/d/ blends	Lower Case Tail Loop Up 3 Spaces Up 2 Spaces	5. Adaptations 6. Dictionary Uses
	Library skills.		4						
Explain a single feature of a place.	From mini-research limit a topic, cluster details, and arrive at a unique conclusion.	PARKS AND PORTS	5	Article, ADJECTIVE Infinitive Form		cum-ful-ous-ic double the final consonant rule	/k/=-ic,k /g/=g,gg,gn,gue	Lower Case Up 1 Space	7. National Parks 9. A Great Port
Write news in inverted style.	Write straight news, a news feature, and headlines about school/people/events.	CREATE FRONT PAGES (GROUP ACTIVITY)	6	TRANSITIVE VERB and FORM OF BE Active, Passive + Intransitive	News Styles Capitals, Hyphens	y to i rule, /shun/ drop final e rule auto-super-bio-	/k/=c,cc,ck,ch /t/=t,tt,re /f/=ph,gh	POSTTEST Lower Case PRETEST STROKES	8. Student Activities 10. Student Newspaper 11. World of Sports
Explain by analysis.	Explain significance to oneself of a tradition.	HOLIDAYS: RITUAL, CUSTOM, TRADITION	7	Object of Prep. + Indirect Objects Compound (above)		spec- + homonyms tele-mit-mis	/s/ blends /th/ and /th/	Strokes for S,s,r A,O,C,a, o,c	13. Rituals 14. Rose Parade
Explain how to...	Explain the steps of a specialized or technical process.	HOW TO...	8	Direct Object + TRANSITIVE ACTIVE VERBS + Prepositional Phrase Complements		-ven-vis-vinc- sub-fer-ance-ence -ize + -ation	/f/ and /v/ /s/=ss,sc,c,z /z/=z,ze,zz,ze,x	Strokes for U,V,u, v G,g Z,z	12. Ancient Egypt 15. Glass Secrets 16. Mr. Zip Code
Make decisions	Explain decisions and consequences.	DEAR ABBY...	9	Imperative Sentences Posttest	Letter Review	Intro-duc- POSTTEST	/sh/=sh,ti,ci /sh/=s,x,ss,ch	Strokes for T,F,t, f P,R,p	17. Shyness 18. Resources
Analyze character and predict.	Show impact on ads today. Identify with figure in mythology. Characterize.	GREEK MYTHOLOGY	10	VERBS: TRANSITIVE: INTRANSITIVE: BE ADJECTIVE, Degree ADVERB, Degree	Commas and Apostrophe	cent-meter-ure mono-manu-less -ten + uni-to dec-ject-ly	/zh/=z,s,si,ge /ch/=ch,tch,tu /ch/=ti,si,ci /j/=j,ge,dge,g,d	Strokes K,k POSTTEST I,i	19. Treasure Hunt 20. Fad Foods 21. Calendar 22. First-aid
Judge TV, scripts, movies.	Support with cited incidents an opinion of a performance.	PLAY THE STAGE/STAGE THE PLAY	11	Conjugate Present and Progressive Tenses Principal Parts		pro-review rules micro-phon-al	/m/=m,mm,mb,mn /l/=l,ll + /ul/	Strokes for M,m L,l	24. Music Miracle 30. Television
Write a letter of inquiry.	Learn business letter form with good questions for information.	SPECIAL INTERESTS	12	Conjugate Past and Progressive Tenses Conjugate Present Perfect and Progressive Tenses	Business Letter	sta-stit -ency -pos-pon-	/n/=n,nn,gn,kn /w/ blends	Strokes for N,n W,w	25. American Money 27. Wind Skate
Venture into lyric poetry and imagery.	Demonstrate in poetic form imagery and the universal nature of poetry.	ONCE UPON A SATURDAY	13	Conjugate Future and Progressive Tenses VERB Usage	Verse	semi-pre-scrib -able-ible	/ng/=ng,n -al,-able-ible	Strokes for B,b Y,y	26. Spring 31. Spelling Spills
Write an article for a children's magazine.	Develop notetaking and outlining skills to select details, support topic sentence (theme), order logically, and close with force.	INCREDIBLY TRUE ANIMALS	14	Prepositional Phrases as ADJECTIVE OR ADVERB Conjugate Past Perf. and Progressive Conjugate Future Perf. and Prog.	Outline	-y-ty-ity -pend-pens- trans-ate	ce and ge soft /wh/ and /w/ /h/ blends	Strokes J,j D,d E,e	23. Racing Pigeons 28. Strange Pets 29. Sleepyheads
Present talk-sho[illegible] as a bio-	Role-play an interview using a script written	INCREDIBLY TRUE	15	PRONOUNS PRONOUN USAGE		POSTTEST mis-can-cept-	/r/=blends /ks/=x,ks,kes,cks	POSTTEST Strokes	32. Hurricane Hunters 33. Paperback Books

Illustration MM

TOUCHSTONE WRITE: OVERVIEW GRADE 8

SKILL	OBJECTIVES	UNIT TITLE	#	SENTENCE DEVELOPMENT	MECHANICS	VOCABULARY ENRICHMENT	SPELLING	CURSIVE WRITING	DICTATION MODEL
Explain a skill.	Explain one feature of a favorite activity or special interest.	THAT'S LIVING!	1	Simple Sentence Structure VERB Tenses: Review		spond, spons cur- Plural of NOUNS	Review Consonants /y/	Pretest/ Paper Position Pen Grip	1. Skateboarding 2. Swing Your Partner
Write a business letter.	Review form/mechanics of friendly and business letters.	UNIVERSAL OLYMPICS	2	Personal PRONOUN Forms	Letter Forms	ply, plex + Spelling Rules	Vowel Circle	Vertical Spacing	3. Personal Letter
Analyze causes.	Explain the cause/ effect relationships in a scientific or historic event.	EVIDENT EVENTS	3	NOUN, PRONOUN, ADJECTIVES Prepositional Phrases	Punctuation Review	Review Spelling Rules + -ary, -ery, -ory	/ē/ ē /ī/ ī /e/ ĕ	Loop Letters + Retrace Strokes	4. Age of Exploration 5. Puppet Shows 7. English Settlers
Narrate a story.	Weave character, plot, and setting into a Halloween-time story using Poe/Beowulf, etc.	LURE AND LORE OF THE SUPERNATURAL	4	Posttest/Simple Sentence Pretest on Compound/ Complex		Review Common Roots popul+, dem+, lect+, crat	/e/ ĕ /a/	Bridge + Cane Strokes/ Capitals	8. Watch the Ball 9. Election Day
Explain language.	Research, discuss, reflect and define spoken and written language/semantics.	LANGUAGE: WORLD WITH WORDS	5	Compound/Coordinators Compound/Correlators		fic, fect, fact Connotation/ Semantics	/i/ syllables ī /a/ ă Braille	Joining Strokes Capital S,G	6. World Without Words 11. American English
Use dialogue.	Show the use and mechanics of dialogue in both narrative literature and exposition.	MASTERS OF DIALOGUE	6	Compound/Semicolon Compound/Conjunctive ADVERB	Punctuate Direct Quotations	per-, cap-, capit-, stit, sist, tend, pod, ped	Contractions /u/ ŭ /u/ schwa ə	Capital I, J,O,A,C,E Uniform B, P,R	12. Famous Conversation 13. Morning Bulletin 14. Hang Glider
Persuade.	Explore fact and opinion on issue. Write letter to the editor and draw cartoon.	EDITORIAL PAGE (Compile in Group Activity.)	7-8	Dependent/Subordinate Ideas ADJECTIVE/ADVERB Clauses NOUN Clauses Posttest	Punctuate Dependent/ Subordinate ADJECTIVE/ ADVERB Clauses	cor, cord + "body" Roots se- + lex, leg sume, sump + pro- + duc Posttest 1-17	/u/ + /l/ /u/ + /r/ /o/ ŏ Posttest	Smooth L,D Uniform Q, Z,X,W + Numerals	15. Business Letter 16. Inauguration Day 17. Consumer Pros 18. Atom Smasher
Research biography and analyze.	Use library research notetaking, outlining, revising rough drafts, elements of biography, and skills of public speaking.	HALL OF FAME	9	Pretest on Usage Subject/VERB Agreement Form of PRONOUN Correct PRONOUN/Antecedent Agreement Correct VERB Form		cede, cess + ante- + -some pos, pon, pound mob, mot + -ile sid, sed, viv, vita + nutri	/aw/ /ð/ /j/ + /r/ /oo/ o͝o /o͞o/	Joining/ Non-Joining Capitals Horizontal Spacing Ending	19. Abraham Lincoln 20. George Washington 21. Bicycle Motocross 22. San Francisco Tour 23. Food For Fitness
Describe in prose or poetry.	Create a point of view, tone, imagery, and/or dominate impression by developed sensory detail.	FORM IN POETRY	10	Positive, Comparative, Superlative Degrees of ADJECTIVE/ ADVERB		clam, claim -eer, -ier	/ā/ /o͞o/	Boat Stroke, Capitals, Poetry	10. Great Eight 24. Lad to Man
Write a TV script.	Identify narrative traits in prose, especially TV drama.	TV SCRIPTS	11	ADJECTIVE/ADVERB Usage Posttest on Usage Pretest on Verbals		hum, human + inter- dia- + cycl vert, vers + -fy, -ize, -ate	/ū/ /ī/ /ī/	Punctuation, Manuscript Labeling, Posttest	25. Cue Tuesday 26. The Scientist 27. Minibike
Evaluate a triumph of a hero/ine.	Evaluate what makes a hero/ine.	WHAT IS A HERO/INE?	12	Participles Usage: Participle Phrases Infinitives	Punctuation Verbals	ob-, anti-, contra- grad, gred, gress epi- + log, logo	/oi/, /ou/ Posttest: Vowels	Fractions, Numerals, Metric Labels, Evaluate	28. Choice of Slavery 29. The Seven Wonders 30. Great Depression
Document a thesis in literature.	From a selected book write a thesis paper with cited passages, incidents, and effective transitions to support the critique.	YOUTH VIEWS THE GENERATION GAP Literature Units on GONE AND BACK, THE DREAMWATCHER, A FIGURE OF SPEECH, THE PEARL	13	Gerunds/Subject of Gerund Posttest on Verbals		Adding -tion, ion, -sion Posttest 19-34	/shun/, /chun/, /zhun/ Vowel + /r/	Uniformity. Judging Spacing	33. Blast That Shook 34. Space Shuttle
Interview and evaluate how one's writing improved.	Structure an interview. Take notes from parents, teacher, peers, and records to support a conclusion.	I WROTE TO WRITE	14	"Bare" Infinitive Subject of Infinitive		Adding Suffixes cid, cise, + cide	ie - ei	Judge Loops and Points	31. Spelling Rules 32. Relief Spelled...

Illustration NN

English 7
Idea Development 7

HOLIDAYS

PROJECT TASK: *Read from selections which reveal facts or feelings about various traditions or rituals.*

Choose one of the following topics and write about a custom, tradition, or ritual.

1. Tell why you or your family take part in a traditional event or ritual.

2. Explain why a tradition or custom observed by your family is important (or not important) to you.

3. Tell how you learned about a celebration based on customs or rituals different from those that you and your family observe.

4. Describe how you felt as a guest at a celebration which differed from your traditional way of celebrating.

SUGGESTED READING:

PAGE

3-7 "The Chinese New Year," Building English Skills: Red Level. Evanston, Ill.: McDougal, Littell & Co., 1978, pp. 117-119

8 Church, Francis P., "Yes, Virginia, There Is a Santa Claus." New York Sun, 1897

9-11 "The Katchinas," Accent on Reading Skill. New York: Holt, Rinehart and Winston, 1979, pp. 50-51

10 Howard, Jane. Families. New York: Simon and Schuster, 1978, p. 117

YOU OR YOUR TEACHER MAY WISH TO ADD:

"The Long and the Short of It," Skill Power: Signposts to Action. Glenview, Illinois: Scott Foresman and Company, 1975, pp. 55-56

Almost any short story by Pearl S. Buck from collections such as:

Fourteen Stories. New York: The John Day Company, 1960
The Good Deed. New York: The John Day Company, 1969

or selected portions from her novels, such as:

The Good Earth. New York: Grosset & Dunlop, 1931

1

Holidays:

WRITING TOPIC: Customs, Traditions, Rituals

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE-WRITING: GENERATE AND ORGANIZE IDEAS SUBJECT/IDEA DEVELOPMENT	Understand how the writer associates relevant details and explains complex ideas in unified paragraphs.		Classroom Sources: "The Use of Models," Warriner's Teacher Manual, pp. 28-29		I A 1a II B 1a	
			"Theme" and "Tone" Projection in Literature, pp.536-537.			
	Write an informal essay about a custom, ritual, or tradition.	1	"The Clincher Sentence," Guide to Modern English, pp. 14-19.			
			"Beginning and Endings," Language for Meaning, pp. 80-87			
	Understand the purpose of an informal essay.	2	Douglas, Maureen, "How to Write an Informal Essay," Writing, January, 1982.			
		3-7	"The Chinese New Year," Building English Skills: Red Level, pp. 117-119.			
		8	Church, Francis P., "Yes, Virginia, There Is a Santa Claus."			
		9-11	"The Katchinas"			
		10	Howard, Jane, excerpt from Families.			
	Determine how the cues of cause and effect can set a custom.	13-14	Aaron, "The Long and the Short of It."			
DICTATION	Use dictation to prompt discussion for writing.	15-16	"Months of Rites," Berardi #13		I A 2b II C 1a	
	Demonstrate by dictation skill in spelling, mechanics, handwriting, and writing during oral presentation.	17-18	"Rose Parade" #14			
SENTENCE DEVELOPMENT	Identify direct objects and indirect objects.	19-20	Moore		I A 2b II C 1a	
	Use pronouns correctly in objective forms.	21-22	McKee			

Illustration PP

GRADE 7 UNIT 7 Holidays

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE/PARAGRAPH DEVELOPMENT	Identify and use prepositional phrases.	23-24	McKee			
	Identify objects.	25	Berardi #13			
	Show how functions of nouns and pronouns can be compound to introduce parallel structure.	26	Berardi #14			
	Combine sentences using compound verb phrases.	27	Suhor			
	Read diagrammed sentence functions to make a smooth word order.	28	Warriner's			
	Revise sentences to use active voice.	29-30	Stoft, Dorothy M., Desk Reference of Editing Procedures and Techniques. Palo Alto: Simon & Nielsen, 1980.			
	Identify the functions of words in simple sentences by diagrams. Understand appositives.	31				
VOCABULARY	Vocabulary Enrichment	32	Bortnick		II A 1a	
	Learn the root spec and review homonyms.	33 34	Berardi #13 Benner			
	Learn the root mit (send) and the prefix tele-	35-36 37 38 39-40	Boning Berardi #14 Boning Aaron			
MECHANICS	Use commas in a series. Abbreviate the months.	41 42	Benner		II B 1a D 1a	
SPELLING	Distinguish voiced and unvoiced th and identify when it is a suffix.	43	Berardi #13		II A 1a	
	Distinguish blends with the sound /s/. Learn the ranking of most used words in textbooks.	44	Berardi #15			
	Review homonym spellings.	45-46	King			
HAND-WRITING FORMAT	Write capital and lower case Cc, Aa, Oo, Ss by practice with spelling and dictation	47-48	Berardi #13 and #14		I D 1a	

ESEA TITLE IV, PART C

LOS ALTOS SCHOOL DISTRICT

Touchstone WRITE

CROSS-REFERENCE AND SOURCES OF MATERIALS FOR

INSTRUCTIONAL UNITS

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TOUCHSTONE

Logical Development

Planned Inservice

Classroom Strategy

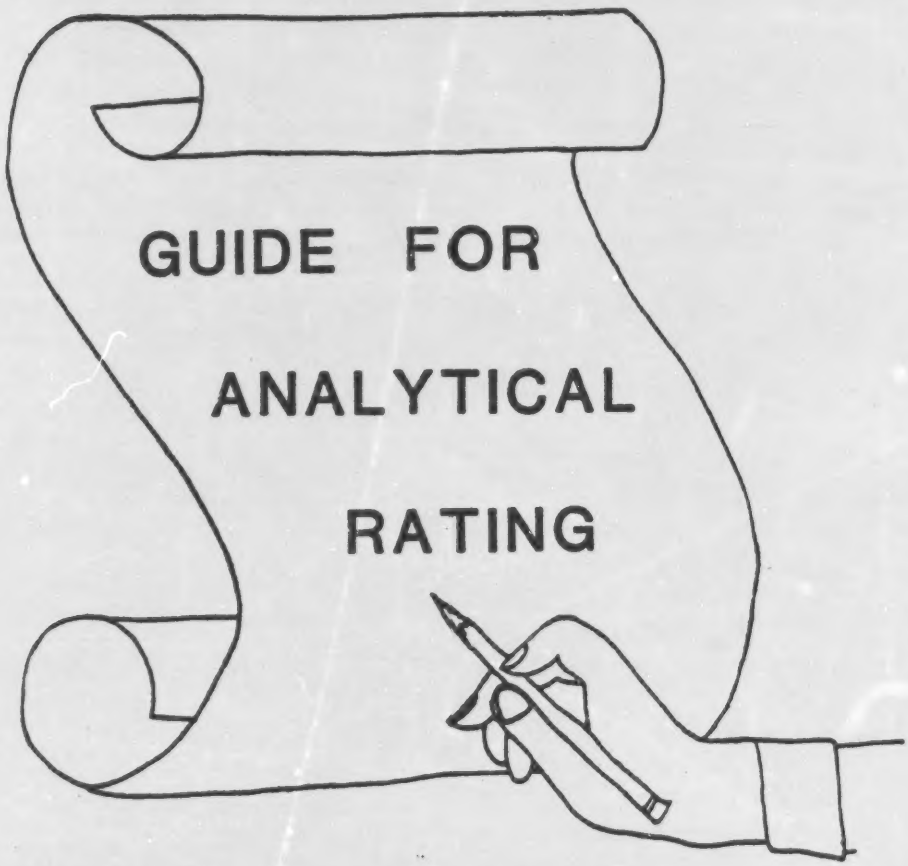
Stated Objectives

Consistent Measure

GUIDE

APPENDIX I

TOUCHSTONE WRITE



Los Altos School District
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ESEA TITLE IV C

STANDARD PROOFREADING MARKS

THE FOLLOWING SYMBOLS WILL BE USED BY YOU, YOUR TEACHER, AND OTHERS TO MARK ERRORS IN YOUR WORK:

≡	=	capitalization
⊙	=	period needed or one used is not correct
?	=	question mark
,	=	comma
"	=	quotation mark
'	=	apostrophe
sp	=	misspelled word
ww	=	wrong word
RO	=	run-on sentence
frag.	=	fragment sentence
^	=	something omitted (left out)
a nd	=	make one word
and/the	=	make two words
voc.	=	find a better word
¶	=	paragraph is needed
⬭	=	imprecise words like it, a lot, stuff, and slang
✓	=	handwriting
awk	=	awkward wording

THE TOUCHSTONE :

Sets Objectives

Teaches

Measures

TOUCHSTONE STAMP

TOUCHSTONE LEVEL_____

Subject/ Idea_____

Sentence/Paragraph_____

Vocabulary_____

(2 out of 3)

Mechanics_____

Spelling_____

Handwriting/Format_____

(2 out of 3)

TOUCHSTONE

SUBJECT/IDEA DEVELOPMENT

9 Conveys complex ideas clearly, concisely, and coherently with remarkable ease for the reader.

8 Carries complex ideas smoothly from paragraph to paragraph to unify a thesis.

7 Explains complex ideas in unified paragraph(s) with a clear beginning, middle, and end.

6 Associates relevant details in one outstanding part and clearly limits the topic with a focus.

5 Lists items without a clear topic sentence or descriptive details.

4 Repeats the name of the topic over and over without an orderly flow of ideas.

3 Wanders from the subject or does not develop the subject.

MECHANICS

9 Assures freedom from errors and follows a stylesheet.

8 Punctuates and capitalizes precisely for meaning.

7 Controls mechanics for complex structures like non-restrictive clauses and for forms like poetry.

6 Controls mechanics for a variety of sentence patterns, for dialogue, or for forms of letters.

5 Punctuates simple sentences correctly, but shows confusion in paragraphing, compound sentences, or dialogue.

4 Lacks necessary mechanics to show meaning for proper nouns, series, or simple sentences.

3 Ignores the function of mechanics in writing.

SENTENCE/PARAGRAPH DEVELOPMENT

9 Communicates ideas in coherent, precise paragraphs and distinctive sentences.

8 Sequences well-developed paragraphs, relates them with appropriate transitions, and uses a variety of sentence patterns.

7 Refines paragraph patterns: clearly supports main ideas with a variety of sentence patterns and correct usage.

6 Varies sentences which flow smoothly and show paragraph organization.

5 Completes sentences but may have awkward parts, imprecise paragraphs, or usage errors.

4 Writes choppy sentences with some fragments or run-ons. Makes usage errors like switching tenses or pronoun reference.

3 Writes many fragments or run-on sentences and ignores paragraphs.

SPELLING

9 Masters the use of the dictionary or technical sources for accuracy.

8 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 7 or above.

7 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 6 or above.

6 Spells basic words correctly, but may make infrequent errors in a vocabulary level of 5 or above.

5 Misspells basic words or common homonyms. Uses symbols or abbreviations inappropriately.

4 Distracts reader with incorrectly spelled words.

3 Misspells many, many words.

VOCABULARY

9 Considers audience with precise, appropriate words and defined terms when needed.

8 Illuminates ideas with precise and vivid word choices.

7 Chooses a variety of accurate words appropriate to the topic to promote clarity.

6 Tries descriptive words and uses correctly words often confused.

5 Uses basic words and often repeats them, like *then, said* or *because*.

4 Allows trite or vague words like *nice, fun* or *thing*.

3 Uses a limited range of words. Uses slang like *stuff* and *a lot*. Overuses *it* and forms of *be*.

HANDWRITING

9 Prepares a manuscript according to a stylesheet.

8 Produces a model manuscript for a classroom.

7 Provides a consistent format with easily readable handwriting.

6 Produces a manuscript with fairly readable, uniform handwriting.

5 Shows effort to produce a readable manuscript.

4 Allows manuscript or handwriting to be unattractive or difficult to read.

3 Allows handwriting which is barely readable.

TOUCHSTONE

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TEACHING THE TOUCHSTONE :

Order of Introduction

Writing Assignment	Grade 7	Grade 8
1 approx. WEEKS 1-2	HANDWRITING /FORMAT	SUBJECT/IDEA DEVELOPMENT
2 approx. WEEK 3	VOCABULARY & SPELLING	VOCABULARY & SPELLING
3 approx. WEEKS 4-5	SENTENCE/PARAGRAPH DEVELOPMENT & MECHANICS	SENTENCE/PARAGRAPH DEVELOPMENT & MECHANICS
4 approx. WEEKS 6-7	SUBJECT/IDEA DEVELOPMENT	FORMAT/ HANDWRITING
5 and subsequent compositions	USE ALL CATEGORIES or REINFORCE ANY	USE ALL CATEGORIES or REINFORCE ANY

TOUCHSTONE

SUBJECT/IDEA DEVELOPMENT

LEVEL

9 Conveys complex ideas clearly, concisely, and coherently with remarkable ease for the reader.

8 Carries complex ideas smoothly from paragraph to paragraph to unify a thesis.

7 Explains complex ideas in unified paragraph(s) with a clear beginning, middle, and end.

6 Associates relevant details in one outstanding part and clearly limits the topic with a focus.

5 Lists items without a clear topic sentence or descriptive details.

4 Repeats the name of the topic over and over without an orderly flow of ideas.

3 Wanders from the subject or does not develop the subject.

SUBJECT/IDEA DEVELOPMENT

LEVEL 9 Conveys complex ideas coherently

GRANDMOTHER'S LETTERS

The grandfather's clock striking nine had awakened Beth and just as quickly reminded her that her grandmother was already enroute to a garden party to be in full swing later in the afternoon. She was feeling a little abandoned now and in her loneliness was beginning to formulate a plan. "Finally, I have a chance to sneak up in the attic and snoop through Grandma's old trunk," she reasoned.

Swiftly Beth dressed and sped to her bedroom window which commanded a view of the east garden. Out in the shadows under the blooming orchard she saw her grandfather moving about busily. She rapped on her window sill, but he never looked up so intent was he in his industry.

Beth raced from her room, up the attic stairs, through the squeaky attic door, and into the musty, spider-webbed storehouse of memories. Once inside, she shut the door firmly and turned on the old-time, twenty-five watt Edison bulb. Many trunks filled the room, but a careful search soon located Grandma's particular cache of treasures.

There was no lock on the old black and silver trunk, but its hinges were so rusted that some force was needed to pry it open. Once the trunk was opened far enough, Beth removed an old wooden hanger from the pile of treasures to use as a prop for the lid.

She searched through the trunk until she found a small, ribboned bundle of letters. How better to view her grandmother's youth? Beth decided to read one, and closing her eyes, she randomly withdrew one letter.

She opened her excited eyes and began to open the envelope ever so carefully! Beth began to read to herself but still a little out loud, " To My Sweetheart, My Lovely Faith,..." It didn"t take Beth very long into the letter to realize her grandpa really loved her grandma more than he'd ever shown in public and that this love was a very personal thing. She decided to snoop no further.

Luckily for her Beth had closed the trunk, leaving everything just as she had found it. She had started down the attic stairs at the very moment she heard the kitchen door slam. "It must be my grandpa returning from the garden!" she breathed to herself. "I'm glad I ended my snooping when I did!"

Without hesitating or giving herself away, she ran down the remaining flight of stairs, rushed into the kitchen, and gave Grandad a big, long hug.

Years later Beth would still admonish herself for having been so nosy, but at the same time took comfort in knowing that love and affection were all about her and most of the time hidden from the casual viewer.

SUBJECT/IDEA

LEVEL

8 Carries ideas smoothly to unify thesis

Sitting on a very special shelf in my room is an old china doll. She is dressed in at least five petticoats and her old-fashioned frock is lavished with lace. Her shiny, almost black hair is gathered into a bun at the nape of her neck and tied with a thin, pink satin ribbon. Her painted blue eyes and rosy cheeks and lips show her expression as one of peace and tranquility.

My great-grandmother received this doll many years ago on her ninth birthday. When she grew older and her daughter turned nine, the doll was given to her, and it is in the same manner that the doll was passed onto me from my mother. I was enraptured by the gift, and as a child I sat and gazed in awe and wonder at my doll that I should possess such a beautiful object. She inspired such admiration I was often afraid to touch her delicate porcelain hands or face.

LEVEL

8 (continued)

Cassie, the name my great-grandmother gave to the doll, is very special to me She represents something very special in the lives of four women. I can see my great-grandmother watching Cassie, entranced, just as I did, and just as I can see a future daughter of mine doing the same It is amazing to me that one object could bring joy to four different women over such a long course of time. I can relate my life to that of my ancestors because Cassie has closed the gap between four generations of people, and hopefully more to come.

TOUCHSTONE LEVEL 8
Subject/Idea 8
~~Sentence/?~~ 8
Vocabulary 7
(2 out of 3)
Mechanics 8
Spelling 8
~~Handwriting~~ 8
(2 out of 3)

(16) represents Mountain View-Los Altos High School District's holistic scoring of Grades 8--12 sample using a rating scale of 1 through 18.

SUBJECT/IDEA

LEVEL
7 Unifies paragraphs with clear organization

If I were to choose a person in my family that I admire the most, it would be my grandmother. She's a remarkable person and has many good qualities.

The quality I admire the most about my grandmother is her strong character. She has worked all of her life and has raised six children alone. The examples she has set for the family are an inspiration for all of us.

Besides being a real "trooper," my grandmother is an intelligent, kind, and compassionate person. She is always there if you need her and knows the right things to say. She not only cares about her family but she's interested in others.

Being the hard worker that she is, my grandmother has set high standards for my family to emulate. I hope I will be able to channel my energies in the right direction, and be a responsible, well-rounded person like she is.

LEVEL

6 Clearly states and limits topic

SUBJECT/IDEA

The movie, 'Summer of my German Soldier', was an exciting yet reflective story about two young people, on the opposite side of the fence, in love during World War II.

The excitement begins when Anton, a German Nazi prisoner, informs Patty, a young American girl, he must run away. The play causes the audience to realize the unfairness of prejudice.

Most of the characters were charactorized pretty well except I don't think that Patties father, although very prejudice, would have such a rude personality. I also disagree with the writer in making Patty so unconscious of the fact that she was talking to Anton for the first time in the store, in such a prejudiced town.

The most obvious conflict between charactors was between Mr. Bergan and Patty. Mr. Bergan was a source of great disappointment to Patty. It hurt her deeply that someone so important in her life would have such a crude charactor flaw. Mr. Bergan was horified to find that his own daughter would help the enemy escape.

The story was understadibly believable in the fact of mate-female relationships may more than being on the opposite side of the war.

In general I think that the play was well written. 83

SUBJECT/IDEA

LEVEL

5 Lists items without a clear topic sentence

A spider is an interesting animal. Everybody knows what a spider lookslike. It is a tiny animal with eight legs and some people are frightened of them (me too!). But it is very interesting to see how a spider makes a web. The web is a unique piece of art ~~and it's~~ made of fine tiny threads. When the spiders gets ~~an~~ insect in ~~it's~~ web, they put thread around ~~it~~ and ~~drinks~~ the blood ~~of~~ people. The man is most of the time bigger than the woman. By spiders is a women-spider bigger than a man-spider. The woman-spider has a big underbody and that makes her so big. Most of the time when a manspider goes to a woman-spider he gets killed or lost some legs. Before the women-spider lays eggs, she first makes a bag, to put the eggs in, when she is finished she dies. Then the baby-spiders are born (hundred or more), some stay and some going to another place. Every kind of animal or insect in your garden can be interesting, you only have to get the time to look at it!

SUBJECT/IDEA

LEVEL

4 Repeats the subject

Secret Thoughts

I like to keep secret thoughts. I thought my thoughts shouldnt be shared. So I bought a diary. A diary is a small book Kept somewhere where no one will look or find it. A diary Keeps private thoughts. My diary is my most personal and valuble possession to me. I Keep my diary in one of my dresser drawers. A diary is something you can talk ~~to~~ friendly to. I always express my most personal thoughts to my diary. When you have a secret, but you don't want to tell anyone your diary would be a very good idea to tell. I got my diary on my 12th birthday. I just wish diaries were real people. Than all my problems would be solved.

LEVEL

3 Wanders / lacks development

Great America is a big amusement park with lots of rides. It gives me a happy feeling and smells like lots of different foods. I like to go on rides and eat and drink everything we come across. I dont like some of the shows because they are dumb. I chose to write about this because I like Great America.

VOC

TOUCHSTONE

SENTENCE/PARAGRAPH DEVELOPMENT

LEVEL

9 Communicates ideas in coherent, precise paragraphs and distinctive sentences.

8 Sequences well-developed paragraphs, relates them with appropriate transitions, and uses a variety of sentence patterns.

7 Refines paragraph patterns: clearly supports main ideas with a variety of sentence patterns and correct usage.

6 Varies sentences which flow smoothly and show paragraph organization.

5 Completes sentences but may have awkward parts, imprecise paragraphs, or usage errors.

4 Writes choppy sentences with some fragments or run-ons. Makes usage errors like switching tenses or pronoun reference.

3 Writes many fragments or run-on sentences and ignores paragraphs.

SENTENCE/PARAGRAPH DEVELOPMENT

LEVEL
9 Communicates coherently and precisely

MOST ACADEMIC STUDENTS AWARDED

Karen Salmon

Between one and three hours are spent each night on homework by the four students chosen as the most academically talented by the Bl[illegible]ach staff's popular vote.

Playing the trumpet and participating in the math club are two of Vince Cortese's favorite interests. This eighth grade winner also runs the mile for the track team and enjoys attending school dances. Although he has no specific summer plans, Vince looks forward to taking geometry and biology at Mt. View High School. Astonished as well as excited about being selected as the most academic eighth grade boy, Vince questioned, "Why me?"

During track season you can find Alberta Chu, eighth grade winner, dashing towards the finish line of the 100 yard sprint. In addition to running, Alberta enjoys swimming and playing the flute and piano. Some of her summer plans include jogging every morning and traveling to Yellowstone Park with her family. Though she enjoys being an eighth grader, Alberta greatly dislikes homework and is eagerly awaiting summer vacation.

Practicing three hours a day, five days per week, Jason Garman aspires to compete in the National Gymnastics competition in the years to come. When not busy studying, this 4.0 student runs and helps out with the yardwork. Soccer and P.E. are also a few of Jason's most enjoyed activities.

Greek history covered in seventh grade social studies is a subject Alyssa Koo takes great interest in. Enjoying this year as a seventh grader Alyssa likes her teachers but is looking forward to a summer of reading, swimming and playing tennis. During the winter months Alyssa enjoys skiing and ice skating.

Congratulations to these four students on their commendable achievement!!

LEVEL
8 Develops variety and transitions

I was born in a small baisa lumber yard in Van Nuys, California. I remember my early days there, and how the workers used to chemically treat me, sand, plane and cut me down to size. Finally, when they had me all together, they gave me my own box for a crib. It was a long narrow box with a big bright label for my name, dark majestic letters that boldly read "Wanderer 99." When the workers felt I was old enough to leave the nest, they loaded me up in a truck and we left, destination unknown.....

SENTENCE/PARAGRAPH

LEVEL
7 **Refines paragraphs, supports main ideas with correct usage**

The iguana is one of the few animals in the world that will eat almost anything. It is astonishing how haphazard his diurnal nourishment can be.

sp In the ~~majority~~ of cases, his eating habits are developed sp in youth and soon ~~becomes~~ a permanent proclivity. In his fundamental environment he gravitates toward specific comestibles.

During adolesence he eats mainly plants, including buds and flower petals. When mature the iguana becomes carniverous. The reason for this reorganization of diet is a change of its nutritional needs.

When being nurtured by a human it will eat what is given to it. If given a choice it will eat what it would in nature. It will learn to like what it is fed, and in later years will favor its old diet.

SENTENCE/PARAGRAPH

LEVEL
6 Varies smooth sentences; shows paragraph organization

The Beauties of Big Basin

One of the unspoiled areas in the Santa Cruz mountains is Big Basin National Park, which contains many sp breath-taking natural beauties.

The trails pass through much inspiring scenery. The Creeping Forest trail passes through a forest which continually moves; the Opal Creek trail passes back and forth over the creek by means of fallen logs; the Skyline to the Sea trail takes you to the ocean in Santa Cruz.

The trees are tall and many of them are even hollow. The hollows are big enough that a person can stand inside.

s Animals there are shy and run when people come. However they are sp intrested in the tidbits which are forbidden by park law.

The museum in Big Basin shows many aspects of the life there. There are maps, historical charts, and diaramas to be seen.

SENTENCE/PARAGRAPH

LEVEL

5 Completes sentencs but allows awkward structures

Great America is a fun and exciting place. It has a variety of games, rides, shows and restraints. When you first come in you can tell that you're going to have fun just by looking at the people.

The air at Great America smells of fresh popcorn, cotton candy, hotdogs, and animals.

Great America is very noisy. In fact, sometimes after you leave you hear singing in your ears because it's so quiet.

Great America is fun for all ages. Every one you see seems happy, and that's why I like it there. People come mostly to have fun, but some people come to see the many shows or to just relax and get away from it all. You have so much fun, that time seems to slip away from you.

I think the log ride was my favorite. It wasn't any regular log ride, that's not good enough for Great America. It has winding paths, hills, all kinds of turns. I rode on it three times in a row.

When you leave you're sad, but you always want to come back.

SENTENCE/PARAGRAPH

LEVEL

4 Writes choppy, imprecise sentences; makes usage errors

If you had a crazy aunt like me, you would go crazy, It's kind of sad though. She died a couple mothers ago. She left me most of her things. There is unusual things. I don't think I could use it. My aunt is "wacko". (really out there). We got along great. People thought she weird. She dressed like a hobo. She was skinny. My aunt was very sweet to me. She didn't like some people.....

LEVEL

3 Allows many fragments or run-ons

..... I like her I hope she likes me because I like her I am just to shy to tell her maybe a couple days from now I will tell her that I like her and I like her style.

TOUCHSTONE

VOCABULARY

LEVEL

9 Considers audience with precise, appropriate words and defined terms when needed.

8 Illuminates ideas with precise and vivid word choices.

7 Chooses a variety of accurate words appropriate to the topic to promote clarity.

6 Tries descriptive words and uses correctly words often confused.

5 Uses basic words and often repeats them, like then, said or because.

4 Allows trite or vague words like nice, fun or thing.

3 Uses a limited range of words. Uses slang like stuff and a lot. Overuses it and forms of be.

VOCABULARY

LEVEL

9 Uses precise words and appropriate terms

The night envelops all before me in a shroud of fog, drifting damp and cold, and hiding all but the stark outline of a large grey dwelling. Hardly could this hulk of aging, musk-smelling lumber be called a home.

Approaching the front door was not a pleasant task. It was recessed among moss-hung oaks barely clear of the slanted, slate, slippery path. The door itself could not be easily swung open but had to be lifted and turned, squeaking a blood-numbing complaint....

LEVEL

8 Illuminates ideas with vivid words

... is a disaster area, As you walk into the room the immediate stench of rotten food hits your unexpecting nose.

LEVEL

7 Chooses accurate words to promote clarity

.recognized photographers. Friends can be frankly and candidly represented, and moments of sincerity or mourning can be effectively captured.

LEVEL

6 Tries descriptive words

..... First I took the manifold/carborator assembly off. Six bolts! Easier then it looked Then came the heavily chromed head covers.

VOCABULARY

LEVEL
5 Uses basic words

... Paper starts from trees which are then cut into smaller pieces and then into the mills where the paper is formed. After this it cut ....

LEVEL
4 Allows trite or vague words

...friends have a very big and nice cabin that we stay at. In the summer we bring our boat. We....

LEVEL
3 Uses a limited range of words, including slang

.... with the other kids and d had a real fun time. d remember alot about it and....

TOUCHSTONE

MECHANICS

LEVEL

9 Assures freedom from errors and follows a stylesheet.

8 Punctuates and capitalizes precisely for meaning.

7 Controls mechanics for complex structures like non-restrictive clauses and for forms like poetry.

6 Controls mechanics for a variety of sentence patterns, for dialogue, or for forms of letters.

5 Punctuates simple sentences correctly, but shows confusion in paragraphing, compound sentences, or dialogue.

4 Lacks necessary mechanics to show meaning for proper nouns, series, or simple sentences.

3 Ignores the function of mechanics in writing.

MECHANICS

LEVEL

9 Follows a stylesheet accurately

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Los Angeles, CA 90028

Dear Editor

I read an article in your magazine, issue September, 1979, on "Civil War Sixgun." I thought you did a good job on it though not once did you mention Anson Chase, the one who instructed Samuel Colt to make up the revolver.

I found in a book, The Complete Illustrated Encyclopedia of the World's Firearms, that Samuel Colt was head of a medicine show. He went by the name of Doctor Coult. He and his profits afterwards went to New England.

There he teamed-up with Anson Chase. Anson's problem with the revolver was poor craftmanship. One was even said to have exploded upon firing. Eventually Colt found a good craftsman named John Pearson. They then finally turned out a serviceable weapon.

The point of this letter, if you haven't guessed it, is to sometimes mention unsung heroes.

Sincerely,

Mark D.

I really liked your article "The Panama Canal Today" in the February, 1978, National Geographic.

MECHANICS

LEVEL

8 Punctuates and capitalizes precisely for meaning

My hair, neatly feathered and blown dry, reflects my personality. When I was wild 'n' crazy in junior high school, my loose "afro" showed people what I was like. My hair color also changes, not by choice, though, as I have.

LEVEL

7 Controls mechanics for complex structures

The four teens' names were Frank, Mike, Billy and Denise, who was very apprehensive. Everything was going well in the small ship, with Mike piloting and Denise co-piloting, when all of a sudden something rammed the ship's hull.

"What was that?" Frank yelled out from the back of the ship.

"It's a meteor storm," Mike yelled out. "It wasn't on any of the charts!"

"We've lost lateral controls," Denise announced. "We've got to land!"

"I can't find a planet with oxygen," Bill said worriedly.

"Wait," Frank insinuated, "I have an inkling; try that small green and blue one."

MECHANICS

LEVEL

6 Controls the mechanics of basic patterns

Athene's constant companion was Nike, the spirit of victory. With Nike at her side, Athene led armies, but only those that fought for just causes.

In time of peace, she stood behind the artists of Greece and taught them the fine and useful arts, including the skills she taught at the potter's wheel.

LEVEL

5 Masters simple sentences

Aphrodite's Music

It would be hard to explain Aphrodite's music. She would like it to be very soft and romantic. It would have hardly any words. The music would probably be about love. Sure older people like that kind of music more than younger people but haven't you heard of changes? Aphrodite's music would bring more people together. Her music doesn't necessarily have to be slow. Wouldn't it be nice to have some changes in the world?

MECHANICS

LEVEL
4 Lacks mechanics to mark meaning

Well I feel a little better now. Last night mom and I went out for Chinese food I had a fortune cookie and my portune was "Dont give up Good lick will soon be apon you". I hope it is right because if I have another week like the last I go out of my head I'll go crazy. You take care and don't worry about me! Love

LEVEL
3 Ignores the conventions of mechanics

I admire ... because she is cute and funny and a pretty good sockout player and a good volley tennis player she knows alot too and she is a good singer a pretty good singer a good square dancer she is just good at some things

TOUCHSTONE

SPELLING

LEVEL

9 Masters the use of the dictionary or technical sources for accuracy.

8 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 7 or above.

7 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 6 or above.

6 Spells basic words correctly, but may make infrequent errors in a vocabulary level of 5 or above.

5 Misspells basic words or common homonyms. Uses symbols or abbreviations inappropriately.

4 Distracts reader with incorrectly spelled words.

3 Misspells many, many words.

SPELLING

LEVEL
9 Monitors sources

National Geographic Society
17th and M Streets N.W.
Washington, D.C. 20036

Mr. McDowell:

LEVEL
8 Demonstrates accuracy in Vocabulary 7 or above

The first course is Ares' specialty, ambrosia with eye balls. Then would come the main course, consisting of roast carnage topped with lives.

LEVEL
7 Demonstrates accuracy in Vocabulary 6 or above

John followed him through a large den. The den was full of other creatures and beasts. There were bats, vampires, ogres, and huge vipers. The place ~~was full of squid and~~ was covered with gore of humans and animals.

6 Demonstrates accuracy in Vocabulary 5 or above

Our backyard needed and received plenty of care and attention. The whole family pitched in and helped, so even the neighbors came over.

It took a little more than a year and a half to complete the project-ess, but we did it.

SPELLING

LEVEL
5 Misspells basic words or homonyms

A place that I would like to describe is my Aunt and Uncles house in Oregon. They live in an orchard with a salt water river that goes through there back yard.

LEVEL
4 Distracts reader with misspellings

You now know get to learn how to preform this undes-reable job.
Take a deep breth or put your gas mask on. Quickly slide your plastic bag over the smelly, overflowing box.

LEVEL
3 Misspells many, many words

...Then The bole termed out beter Then I Thought IT would. IT made both of us very happey and IT brough us closer Together. The bole is ore...

TOUCHSTONE

HANDWRITING/FORMAT

LEVEL

9 Prepares a manuscript according to a stylesheet.

8 Produces a model manuscript for a classroom.

7 Provides a consistent format with easily readable handwriting.

6 Produces a manuscript with fairly readable, uniform handwriting.

5 Shows effort to produce a readable manuscript.

4 Allows manuscript or handwriting to be unattractive or difficult to read.

3 Allows handwriting which is barely readable.

HANDWRITING/FORMAT

LEVEL 9

Models a stylesheet manuscript

BIBLIOGRAPHY

Forsyth, Cecil, Orchestration, New York: The Macmillan Company, 1947

"Horns," Encyclopedia Britannica, 1967, XI, pp. 749-750

LEVEL 8

Produces a model manuscript

of music was thought to be in
New Orleans, Louisiana. It was
here that musicians got together to

Hunting

In a village there are two boys who grew up together but whose habits are different. One boy's father is a hunter while the other boy's

LEVEL 7

Provides an easily readable script

and squeaked terribly. Mice ran across the floor and startled me so I screamed. When I stopped I knew that it was not the mice but the house that scared me.

then sit down and explain why you need the new bike. Don't get excited or yell. After you have

LEVEL 6

Produces a fairly readable script

the end. I am proud to be a grandchild of such a generous and unique man!!!

While we are getting dressed we try to carry on a conversation. It's almost impossible because there is so much screaming and yelling going—

HANDWRITING/FORMAT

LEVEL
5 Attempts a readable script

I can hear my heart beat thump, thump, thump.
I can hear a squirel digging at a tree stump.
I can hear a plane roar overhead.

In a cab, four days later, John finds himself traveling swiftly through the loud Manhatten streets. John

LEVEL
4 Allows a difficult-to-read script

This monstrocity was a gift from the French to the American. I cannot remember how tall it was but

After about three hours a helicopter spotted me and like a flash I was safe in the ~~loge~~ lodge.

LEVEL
3 Writes a barely readable script

So far skiing has ban the safest and funnest sport I've done. Once and awhile you have to watch out for hills

~~ast~~ When I got off the my ~~the~~ started to beat it inside

Use Positive Comment

....
The world starts to change to
different shades of green
Birds chirp joyously and their
feathers they preen.
Spring is the beginning of
many new lives,
Animals are alert, and you it
revives.
When the last of the rain falls
down from the sky,
You greet winter's memento and
its good-bye!

Tammy;
Your poetry
continues to
be top notch.
Mr. L., Principal

AWAKENING OF SPRING
by
Tammy D.

Spring seems to waken the world
from its slumber,
Winged birds return from the south
in great number.
From a dull gray the sky turns
brilliantly blue,
Buds of flowers unfold and
trees blossom, too.
The world starts to change to
different shades of green;
Birds chirp joyously and their
feathers they preen.
Spring is the beginning of
many new lives,
Animals are alert, and you it
revives.
When the last of the rain falls
down from the sky,
You greet winter's memento and
its good-bye!

Tammy, your poetry
continues to be
top notch.
Mr.L.

TOUCHSTONE LEVEL 6
Subject/Idea 6
Sentence/P 6
Vocabulary 7
(2 out of 3)
Mechanics 5
Spelling 7
Handwriting 7
(2 out of 3)

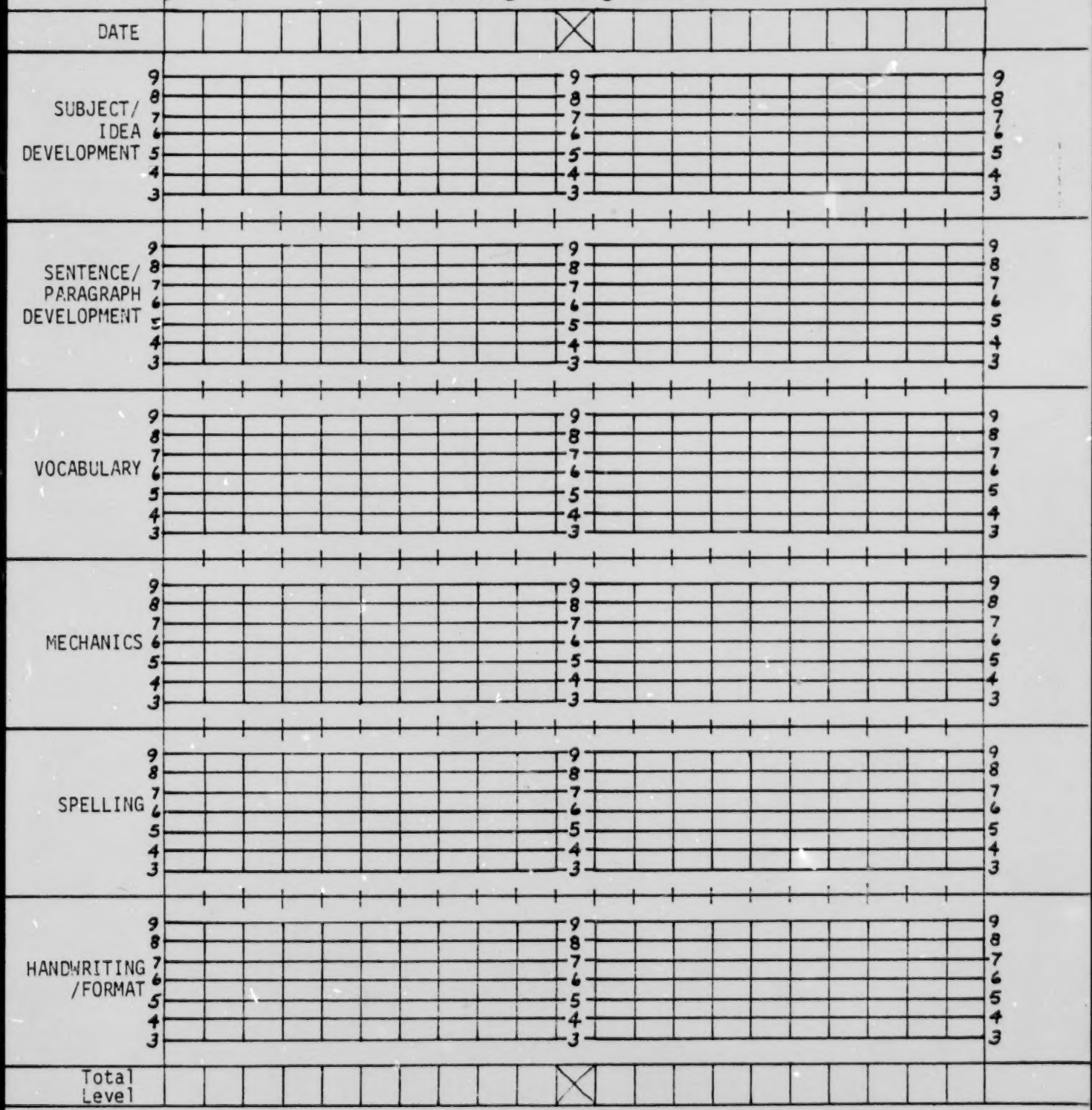
You have some exact details, Tammy, which promote vivid images in my mind. Mr. Berardi

Touchstone Record

SCHOOL_____ NAME_____

TEACHER_____ GRADE_____ PERIOD_____

beginning **Writing Assignments** ending



ESEA TITLE IV, PART C

Touchstone WRITE

Grade

Writing Topic

WEEKS

OBJECTIVES	LANGUAGE ARTS CURRICULUM #			SOURCE REFERENCES
	Los Altos Elementary	San Jose Unified		

TOUCHSTONE

SUBJECT/IDEA DEVELOPMENT

9 Conveys complex ideas clearly, concisely, and coherently with remarkable ease for the reader.

8 Carries complex ideas smoothly from paragraph to paragraph to unify a thesis.

7 Explains complex ideas in unified paragraph(s) with a clear beginning, middle, and end.

6 Associates relevant details in one outstanding part and clearly limits the topic with a focus.

5 Lists items without a clear topic sentence or descriptive details.

4 Repeats the name of the topic over and over without an orderly flow of ideas.

3 Wanders from the subject or does not develop the subject.

SENTENCE/PARAGRAPH DEVELOPMENT

9 Communicates ideas in coherent, precise paragraphs and distinctive sentences.

8 Sequences well-developed paragraphs, relates them with appropriate transitions, and uses a variety of sentence patterns.

7 Refines paragraph patterns: clearly supports main ideas with a variety of sentence patterns and correct usage.

6 Varies sentences which flow smoothly and show paragraph organization.

5 Completes sentences but may have awkward parts, imprecise paragraphs, or usage errors.

4 Writes choppy sentences with some fragments or run-ons. Makes usage errors like switching tenses or pronoun reference.

3 Writes many fragments or run-on sentences and ignores paragraphs.

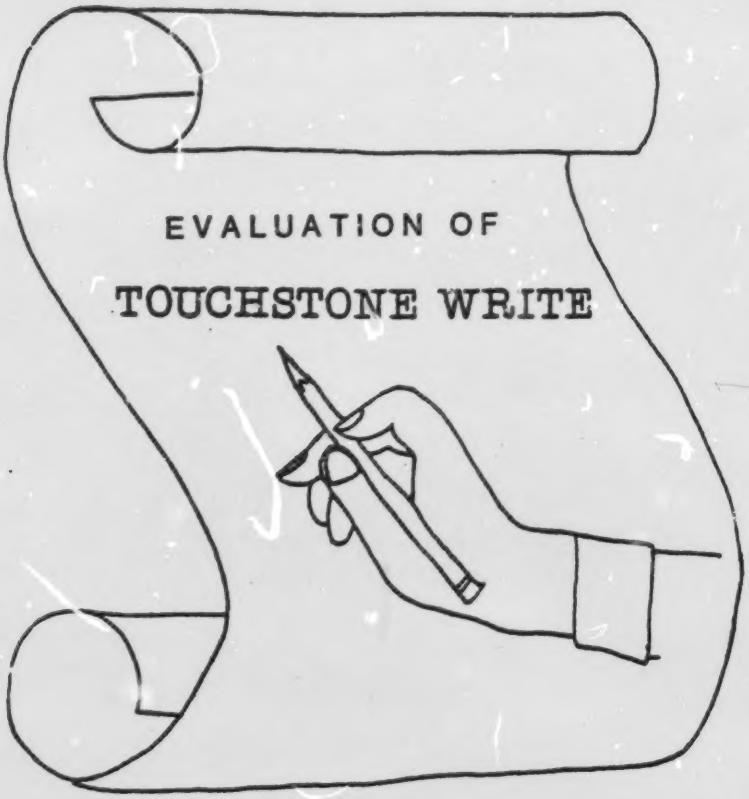
OBJECTIVES	Los Altos Elementary	San Jose Unified		REFERENCES
VOCABULARY				
9 Considers audience with precise, appropriate words and defined terms when needed.				
8 Illuminates ideas with precise and vivid word choices.				
7 Chooses a variety of accurate words appropriate to the topic to promote clarity.				
6 Tries descriptive words and uses correctly words often confused.				
5 Uses basic words and often repeats them, like *then, said* or *because*.				
4 Allows trite or vague words like *nice, fun* or *thing*.				
3 Uses a limited range of words. Uses slang like *stuff* and *a lot*. Overuses *it* and forms of *be*.				
MECHANICS				
9 Assures freedom from errors and follows a stylesheet.				
8 Punctuates and capitalizes precisely for meaning.				
7 Controls mechanics for complex structures like non-restrictive clauses and for forms like poetry.				
6 Controls mechanics for a variety of sentence patterns, for dialogue, or for forms of letters.				
5 Punctuates simple sentences correctly, but shows confusion in paragraphing, compound sentences, or dialogue.				
4 Lacks necessary mechanics to show meaning for proper nouns, series, or simple sentences.				
3 Ignores the function of mechanics in writing.				

LOS ALTOS SCHOOL DISTRICT (ESEA IV C) Copyright 1982

OBJECTIVES	Los Altos Elementary	San Jose Unified		REFERENCES
SPELLING				
9 Masters the use of the dictionary or technical sources for accuracy.				
8 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 7 or above.				
7 Demonstrates checking for accuracy because no errors occur in a vocabulary level of 6 or above.				
6 Spells basic words correctly, but may make infrequent errors in a vocabulary level of 5 or above.				
5 Misspells basic words or common homonyms. Uses symbols or abbreviations inappropriately.				
4 Distracts reader with incorrectly spelled words.				
3 Misspells many, many words.				
HANDWRITING				
9 Prepares a manuscript according to a stylesheet.				
8 Produces a model manuscript for a classroom.				
7 Provides a consistent format with easily readable handwriting.				
6 Produces a manuscript with fairly readable, uniform handwriting.				
5 Shows effort to produce a readable manuscript.				
4 Allows manuscript or handwriting to be unattractive or difficult to read.				
3 Allows handwriting which is barely readable.				

EVALUATION

APPENDIX II



ESEA, TITLE IV-C DEVELOPMENTAL/INNOVATIVE PROJECTS
1981-82 EVALUATION REPORT

Project Title Touchstone WRITE Project Number 5257

LEA Los Altos Elementary S.D., 201 Covington Road, Los Altos, CA 94022

Project Director Lucy Berardi Project Evaluator Lynn Fossum/John Cradler

Name, Address and Phone Number of person preparing this report:

Lynn Fossum/John Cradler
Name

Evaluators
Position

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This project has completed:

1 ☐
2 [X] } years of Title IV-C funding.

FIELD TEST ☐

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SECTION I -- INTRODUCTION

District Background

Los Altos Elementary School District is located on the San Francisco Peninsula in an area of affluent suburban homes. The composition of the community is primarily white, or Asian, upper middle class professionals and company executives. A large percentage of the students (58 %) are identified as Gifted and Talented. There is also a representative number of students with special education needs. Blach Junior High School (the target school) is one of two junior high schools in the district. The school district usually rates in the 75th percentile or above on the California Assessment Program Survey of Basic Skills.

To achieve more representative sampling San Jose Unified School District was asked to cooperate in the Touchstone pilot program. Classes at two junior high schools, Muir and Markham, participated in the Touchstone program. San Jose Unified School District encompasses a large portion of San Jose and reflects a mixture of cultures and socioeconomic classes. The inclusion of Muir and Markham Junior High Schools allowed for the inclusion of more heterogenous groupings of students of middle and lower-middle socioeconomic status.

During the 1981-82 school year St. Williams parochial school in the Los Altos Elementary School District boundaries asked to participate in the study. Additionally, a special education special day class at Jordan Middle School in the neighboring Palo Alto Unified School District participated in the study.

Pre-project Needs

During the years preceding the project a growing recognition of the need to improve student writing skills was being expressed nationally by both parents and teachers. The concern was expressed locally in a survey to Los Altos school district parents (1979). Although Los Altos School District has a preponderance of gifted students (58%) and performs in the top quartile on the California Assessment Program, when evaluated for specific writing skills defined by a community committee as essential, students performed below expectation. The need for a program to identify, teach, and develop writing skills became apparent.

Program Description

The Touchstone WRITE program was designed to develop (1) a staff training model for the teaching of writing through a sequential skill development process and (2) a proficiency criteria called Touchstone, to evaluate developmental stages in the writing of pre-high school students. The Touchstone was developed through cooperative efforts of the education, business, and parent communities. The staff training model was developed to teach the skills addressed in the Touchstone and defined as significant by the communities.

The Touchstone serves three major functions. First it is a tool to evaluate student writing samples. Second it is a tool to guide the teacher in prescribing instruction according to specific criteria. This is accomplished by defining six critical writing areas: (a) subject or idea development, (b) sentence and paragraph development, (c) vocabulary, (d) mechanics, (e) spelling, and (f) handwriting. Within each critical writing area there are 7 defined levels of proficiency (scored 3-9) along which a student advances in the mastery of writing skills. Third, the Touchstone provides periodic feedback to pupils on their specific deficiencies and strengths in writing. With this feedback, pupils can independently improve their writing skills. Students and teachers use the Touchstone as a continuous and repeated assessment devise that gradually guides them to mastery of each of the skills necessary to be proficient in writing. Touchstone is a method to provide a uniform feedback mechanism, across teachers and classes, to students, teachers, and parents.

Curriculum Development

The project represents an instructional strategy to teach mastery of writing. A limited amount of materials are necessary to accompany the strategy. The Touchstone Strategy is briefly described as follows. The Touchstone consists of six categories of skills that pupils must master in order to become proficient writers. These categories are (1) subject or idea development, (2) sentence and paragraph development, (3) vocabulary, (4) mechanics, (5) spelling, and (6) handwriting. Under each of these six categories, subskills arranged in developmental levels have been defined and sequenced in seven levels from entry level to mastery for each of the six categories. The writing samples are scored by each teacher using the Touchstone Card (which lists the criteria for each of the 6 categories) by rating the paper on the level of mastery for each of the six categories. The levels indicated as not mastered provide the basis for formulating each pupil's lesson plan for progression toward mastery of the skill category. Each subskill for each category is to be cross-indexed with specific curriculum materials selected to teach that skill. When individualized instruction is necessary, these materials can be included as a part of the Touchstone-prescribed lesson plan to progress each pupil toward proficiency in writing. The following describes the material needed to implement the Touchstone strategy.

Touchstone Scoring System: This consists of a card with the six Touchstone categories and their seven developmental levels defined. The card is used to (1) define the objectives for the teacher, (2) provide the scoring key for writing, (3) provide a feedback device for the pupil, and (4) a profile of each students cumulative performance in each of the categories. Teacher evaluation consistently indicated satisfaction with the Touchstone card as it was first developed. The evaluation of the Touchstone process has already been discussed. Changes are not indicated for the Touchstone card (see Appendix D for the Touchstone scoring key).

Touchstone Resource Units: These consist of (1) pre-writing and idea generating activities, (2) specific lessons geared to the Touchstone objectives, and (3) cross-reference guides to current curriculum materials.

Touchstone "Gold": This is a project-produced anthology from writing assignments in seventh and eighth grade English classes. This provides a model for writing, illustrates the use of Touchstone, was student produced. It is a supplementary resource for the classroom teacher.

Program Goals:

The goals of the program were:

1. To define critical writing skills utilizing input from the consumer community.
2. To develop a model for teaching these writing skills.
3. To develop a method for evaluating the degree of writing skills a student possesses.
4. To develop a method for accelerating student acquisition of missing writing skills in a sequenced pattern as defined by the Touchstone process.
5. To teach students to evaluate their own writing skills through peer review and self examination.

Major Claims or Hypotheses

The previously stated goals imply several basic claims for this project. The claims are:

1. Pupils enrolled in writing classes taught by the Touchstone process will show significantly greater gains than their control group counterparts in application of specific writing skills as measured by the "Dictation Performance Test".
2. Pupils enrolled in writing classes taught by the Touchstone process will show significantly greater gains than their control group counterparts in the identification of functions of words in sentences as measured by the Grammar Identification Test.
3. Pupils enrolled in writing classes taught by the Touchstone process will show significantly greater gains than their control group counterparts in their awareness of the need for writing in careers and everyday life as measured by the Attitude Toward Writing Survey.
4. Pupils enrolled in writing classes taught by the Touchstone process will show significantly greater gains than their control group counterparts in the overall mastery of writing as evidenced by their writing samples scored with the Touchstone.
5. Pupils enrolled in writing classes taught by the Touchstone process will show significantly greater gains than their control group counterparts on normed achievement tests of spelling, vocabulary, and language as measured by the Stanford Achievment Subtests of Vocabulary, language, and spelling and the WRAT Spelling Level II.

SECTION II - EVALUATION PARAMETERS AND DESIGN

The following evaluation parameters and design are established upon the program proposal submitted to the State Department of Education. In addition, the evaluators met with the project director and staff to identify specific questions regarding program development and implementation to which the evaluation would address itself.

Evaluation Objectives

The overall purpose of this evaluation is to provide information relative to the program's effectiveness and to assist in making improvements in the services it offers. In addition, the evaluation will attempt:

1. To determine the extent to which the program has attained product objectives as specified in the proposal.
2. To document and describe significant program activities not stated in the proposed objectives.
3. To identify the perceptions of students, program staff, parents and administrators relative to the Touchstone Write project.
4. To provide information regarding the program's effectiveness to decision makers and the school district.
5. To provide information regarding the program's effectiveness to the State Department of Education.
6. To determine the need for any modification in the program design and delivery of services for the third project year.
7. To provide a continuous flow of feedback information to project staff to assure continual update in evaluation activities and outcome.

Questions to be Answered

More specifically, this evaluation will answer the following questions under each of the following major components:

1. Touchstone

   a. What are the perceptions of the Touchstone committee about the Touchstone development process? Suggestions for improvement?
   b. What are the perceptions of the staff committee about the Touchstone development process? Suggestions for improvement?
   c. Is the Touchstone appropriate for school use at the junior high level? To what extent must it be modified?
   d. What activities have been undertaken to inform the community of the project?
   e. Does knowledge and application of writing skills increase with use of the Touchstone?

2. Target Grade 7/Control Grade 7
3. Target Grade 8/Control Grade 8

a. What are the perceptions of students, teachers, and parents of the effectiveness/appropriateness of the Touchstone activities?
b. Are differences in instructional program necessary for high achieving or remedial students?
c. Do students feel they participated in the planning, development and evaluation of the curriculum?
d. Does the instruction provide for an increase in knowledge and practice of writing skills?
e. What are staff perceptions and recommendations for improving the instructional units?
f. Are students aware of career opportunities in related fields?
g. Have project students gained a mastery of basic writing skills?
h. Are the instructional units clearly presented and sequential in presentation? To what extent must they be modified?

4. Staff Development Model

a. Does training in use of the Touchstone increase teachers' knowledge and application of writing skill instruction?
b. Was use of the Touchstone effective for teachers?
c. Were the inservices held as planned?
d. Did the inservice presentation increase teachers' awareness of the Touchstone?
e. Can the staff development model be replicated?
f. What are teachers' perceptions/recommendations for improving the staff development model?

Project Participants

For the 1980-1981 school year:

The student participants consisted of 125 girls and 140 boys enrolled in grades 7 and 8 at Blach School in Los Altos and Muir and Markham Junior High Schools in San Jose, California. By grade level 174 students were enrolled in grade 7 while 93 were enrolled in grade 8. The socioeconomic breakdown was 25% lower middle, 50% middle and 25% upper middle class. These pupils comprised 10 English classes at these schools and were all enrolled in classes taught by teachers who were trained in and implementing Touchstone.

The comparison pupils consisted of equal numbers of students at the same schools in different English classes and matched to the target group on the variables described above. The comparison pupils received writing instruction with the traditional method used in each school.

The staff participants consisted of target group teachers who assisted in the refinement of the Touchstone strategy. They consisted of three 7th and two 8th grade English teachers. The comparison group teachers consisted of three 7th and two 8th grade English teachers.

For the 1981-1982 school year:

The student participants consisted of students enrolled in grades 7 and 8 at Blach School in Los Altos and Muir and Markham schools in San Jose Unified. In addition, a parochial school in Los Altos, St. Williams,asked to participate with an additional 35 students. 10 special education special day class students at Jordan Middle School in Palo Alto Unified School District were also included in the target group. By grade level, 287 students were 7th graders, and 227 were 8th graders.

Within the 8th grade group there are three subgroups:

A. 8th graders who were taught writing utilizing the Touchstone process in 7th grade, i.e, last year's target 7th graders, and who are again being taught via the Touchstone process this year.
B. 8th graders who were <u>not</u> taught writing utilizing the Touchstone process in 7th grade who are being taught via the Touchstone process this year.
C. 8th graders who were taught writing utilizing the Touchstone process in 7th grade who are <u>not</u> being taught via the Touchstone process this year.

The target pupils comprise 18 English classes at these schools and were all taught by teachers who were trained in and implementing the Touchstone process.

The comparison pupils consited of 190 7th graders and 175 eighth graders at Blach, Muir and Markham Junior High Schools. The comparison pupils received writing instruction with the traditional method used in each school.

The staff participants included the target group teachers who assisted in the refinement of the Toucnstone process during 1980-81 plus 3 new teachers who were trained in the Touchstone process during August 1981. The target group teachers consisted of four 7th grade English, three 8th grade English, and two Special Education teachers. The comparison group teachers were composed of three 7th grade English and three 8th grade English teachers.

Assessment Instruments

<u>Dictation Performance Test</u>: A paragraph read by the teacher for the student to write. Students' performance is then scored utilizing a 27 item key which designates selected writing form, spelling and mechanics. This test was developed as part of the Mission WRITE program as a screening device three years ago. The test was validated through continued item analysis and revision by the author of the test and the project evaluator. (Appendix A).

<u>Grammar Identification Test</u>: This test uses the sentences from the Dictation Test and asks the student to identify parts of speech and functions of words and sentences typically taught at that grade level. Using an 18 item multiple choice key the student attempts to correctly identify the parts of speech and functions of words. (Appendix B).

<u>Awareness Survey</u>: A measure of the perceived importance of writing for careers and everyday life. This consists of an 7 item measure with "yes/no or don't know" as the response made. (Appendix C).

Writing Sample: A 40 minute writing sample on a given topic with no prior preparation or class discussion. Samples were collected, mixed among control and target groups and scored by three trained raters using the Touchstone. The Touchstone is the evaluation devise used to score and evaluate the writing sample. To validate the Touchstone scoring system, three raters used Touchstone to rate 58 anonymous writing samples. Correlations were computed to establish inter-rater reliability. It was shown that there was an overall 90% correlation between raters. Spelling and vocabulary showed the highest reliability with the greatest difference between raters in sentence development and mechanics. However, these differences were very slight and were a function of the writing background of the raters. This attests to the high degree of objectivity made possible by the use of the Touchstone scoring system. (Appendix D).

Normed Achievement Tests: These included the Vocabulary, Spelling, and Language subtests of the Stanford Achievement Advanced Form A (pretest) and Form B (post-test) and the WRAT Spelling Level II.

Project Awareness Surveys: These include surveys designed to obtain parent, student, and teacher perceptions of the Touchstone program for the process evaluation. (Appendix E).

Treatment

The Touchstone is designed for total class use as an assessment, prescription, and pupil feedback device for English teachers when they teach writing. Since most junior high English classes are heterogenously grouped, it was decided that the most appropriate treatment would be inclusion of the entire class during the English period with statistical pull-out for differentiated effects among special education, gifted, and regular students. Therefore, all pupils in each target English class participate in Touchstone. The teachers were each trained by the project director in the use of the Touchstone process. The actual implementation of Touchstone includes having students generate independent writing samples. The teacher uses the Touchstone to (1) provide the objectives for use to teach writing, (2)obtain diagnostic and prescriptive information on students' writing, and (3)to evaluate student progress. The students learn and use the Touchstone to evaluate their writing and the writing samples of other pupils via a peer evaluation/tutoring model. The Touchstone process and objectives are used daily throughout the year as students progress through mastery of the levels of writing skill until the desired level of writing proficiency is attained.

SECTION III EVALUATION RESULTS

Evaluation Design Overview

Product Evaluation: A standard pre-post, comparison group design was incorporated. All performance evaluation measures were administered on a pre-post basis to both the target and comparison groups of 7th and 8th grade pupils. The Dictation Sample, Grammar Identification Test, the Student Writing Experience, the Touchstone Evaluation itself and the Awareness Survey were all administered on a pre-post basis. The Touchstone is an assessment and instructional device combined. The other three devices are to measure the effects of the Touchstone on writing skill. Touchstone was incorporated into the existing English classes as a teaching strategy and was utilized to encourage and prescribe instruction in areas prescribed individually from the Touchstone assessment. The comparison group English classes utilized the same instructional content for writing without the addition of the Touchstone system to assess and prescribe writing instruction.

For the product evaluation, all target and comparison pupils were pre- and post-tested with (1) the "Dictation Sample", (2) the Grammar Identification Test, (3) the "Career Awareness Inventory", and (4) writing samples scored with Touchstone. These measures are specifically designed to measure the effects of the Touchstone system on pupil performance as designed by the product objectives for this project, and, specifically, the five claims stated on 16d of this report.

The SAT Language, Spelling and Vocabulary subtests and the WRAT II Spelling test were given to all target and comparison students on a pre-post test basis to obtain a normed measure of achievement.

Process Evaluation: Throughout the project duration the evaluators met regularly with the project director to define the status of project activities, review the development of materials, and provide data analysis and feedback. In addition, survey questionaires were given to project staff, parents, students, and Touchstone committee members to obtain their perceptions of the effectiveness of the Touchstone project.

Evaluation Design: Product Evaluation

The data was analyzed by applying T Tests to determine the levels of significance between pre- and post-test scores and mean gain scores for target and comparison groups . The focus was on determining what, if any, growth rate in writing was obtained by project participants in comparison to students not involved in the Touchstone process.

Results: 1980-81 10 MONTHS

Claim Number 1: The first claim was that target pupils would show significantly greater gains in the application of writing skills as measured by the Dictation Performance Test. The results are analyzed below in terms of the significance of differences between target and comparison groups in mean scores produced from the rating of writing samples pupils produced from teacher-dictation. These results are illustrated in Figure 1 and shown on Table I.

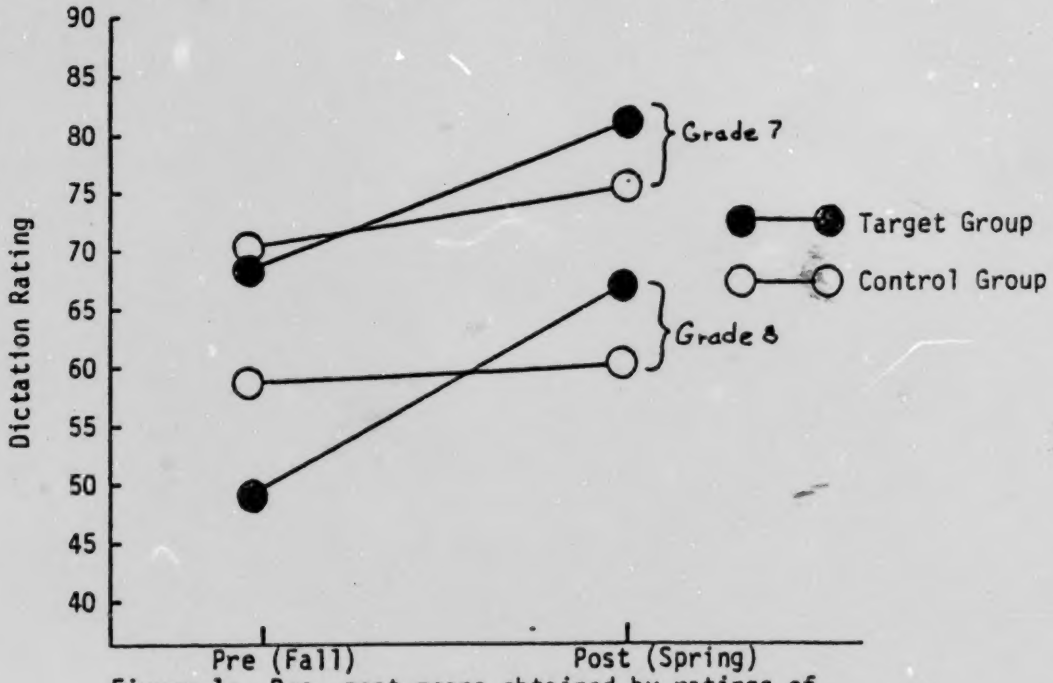


Figure 1: Pre- post means obtained by ratings of student-writing samples for grades 7 and 8. (Dictation Performance Test).

Table I: Mean Ratings on Dictation Performance

Groups	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Gain	Fishers t for gains within groups
7th grade Target	155	69.12	14.40	81.88	11.63	12.76	$t = 8.55$ $p. < .001$
Control	101	72.15	17.40	77.88	12.46	5.73	$t = 3.01$ $p. < .003$
Fishers t between groups		$t = 1.52$ $p. > .05$		$t = 2.87$ $p. < .004$			
8th grade Target	81	49.37	17.01	67.66	17.04	18.18	$t = 6.53$ $p. < .001$
Control	123	58.95	20.69	61.49	17.84	2.54	$t = .86$ $p. > .05$
Fishers t between groups		$t = 3.47$ $p. < .001$		$t = 2.07$ $p. < .04$			

Data analysis showed that grade 7 and 8 target pupils produced significant gains from pre- to post-testing. Also, at both grades the target groups significantly outperformed controls on post-testing. Fishers t for pre-testing showed that on the dictation performance measure, the grade 7 groups were matched in that there was a non-significant difference between pre-test means.

For grade 8, a significant difference occurred between groups on pre-testing in that targets were significantly lower on pre-test means than were the controls. However, the targets "caught up with" and scored significantly higher than controls on post-testing.

These results support claim #1 in that the treatment (Touchstone) significantly contributed to the gains produced by the target over the control groups on a ratings of writing samples. Inspection of the data did not indicate the possibility of significant differentiated effects produced by sex, school or teacher.

Claim Number 2: The second claim for this project was that pupils taught by the Touchstone procedure would show significantly greater gains than controls in the ability to correctly identify the functions of words (parts of speech, etc.) in sentences. The results provide an analysis of the group means for the total correct responses to this multiple choice measure. Figure 2 and 3 and Table 2 illustrate the outcomes for claim #2.

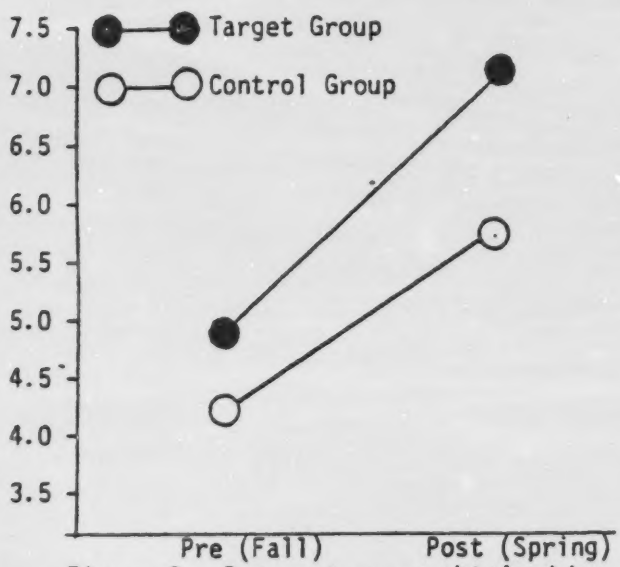


Figure 2: Pre-post means obtained by grade 7 target and controls on the Grammar Identification Test.

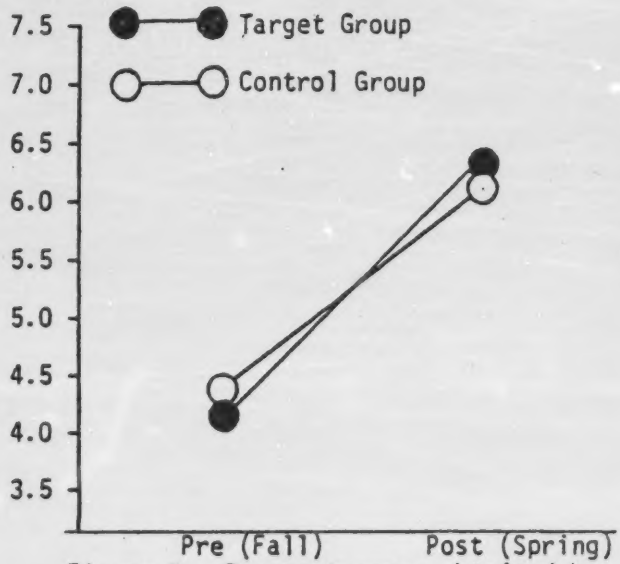


Figure 3: Pre-post means obtained by grade 8 and controls on the Grammar Identification Test.

Evaluation Results: Product Evaluation

Claim Number 1: The first claim was that target pupils would show significantly greater gains in the application of writing skills as measured by the Dictation Performance Test. The results are analyzed below in terms of the significance of differences between target and comparison groups in mean scores produced from the rating of writing samples pupils produced from teacher-dictation. These results are illustrated in Figure 1 and 2 and shown on Table 1.

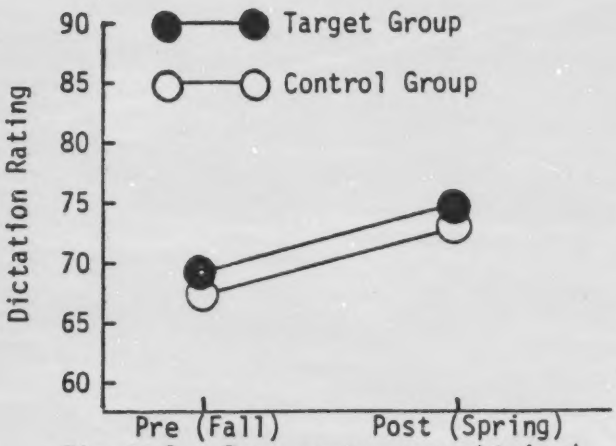


Figure 1: Pre- post-means obtained by ratings of student-writing samples for grade 7.

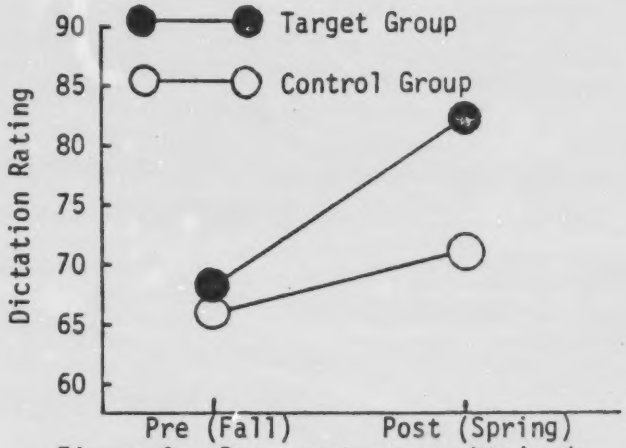


Figure 2: Pre- post-means obtained by ratings of student-writing samples for grade 8.

Table I: Mean Ratings on Dictation Performance

Groups	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Gain	Fishers t for gains between groups
7th grade Target	203	69.11	18.06	74.95	15.09	5.83	t = .08 p. > .05
Control	122	67.08	17.34	73.00	15.49	5.92	
Fishers t between groups		t = .36 p. > .05		t = 4.67 p. < .05			
8th grade Target	120	67.81	15.51	82.61	14.79	14.80	t = 5.24 p. < .05
Control	71	66.97	15.86	72.14	14.82	5.17	
Fishers t between groups		t = .95 p. > .05		t = 1.06 p. > .05			

Data analysis showed that grade 8 target pupils produced significantly greater gains from pre- to post-testing than the controls. Also, at grade 8, the target groups significantly outperformed controls on post-testing. Fishers t for pre-testing showed that on the dictation performance measure, the grade 8 groups were matched in that there was a non-significant difference between pre-test means.

For grade 7, significant differences did not occur between groups on pre- and post-testing. Also, the 7th grade target pupils did not produce significantly greater gains than the controls.

These results support claim #1 for grade 8 only, in that the treatment (Touchstone) significantly contributed to the gains produced by the target over the control groups on a ratings of writing samples. Inspection of the data did not indicate the possibility of significant differentiated effects produced by sex, school, teacher, or special education categories of learning handicapped or gifted.

Claim Number 2: The second claim for this project was that pupils taught by the Touchstone procedure would show significantly greater gains than controls in the ability to correctly identify the functions of words (parts of speech, etc.) in sentences. The results provide an analysis of the group means for the total correct responses to this multiple choice measure. Figure 3 and 4 and Table 2 illustrate the outcomes for claim #2.

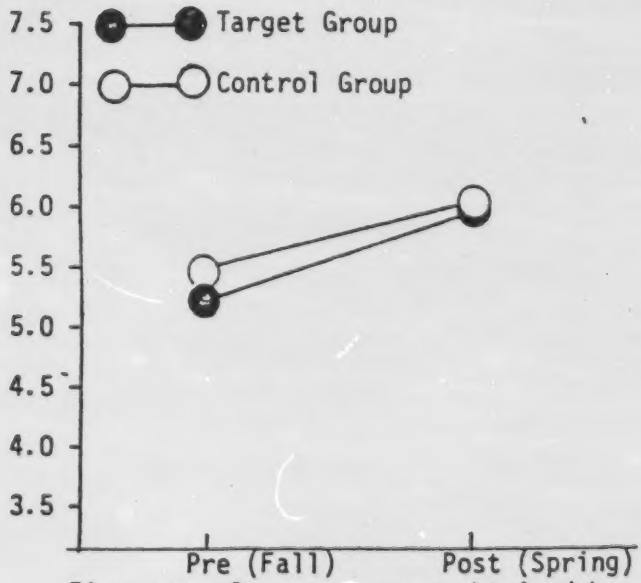


Figure 3: Pre-post means obtained by grade 7 target and controls on the Grammar Identification Test.

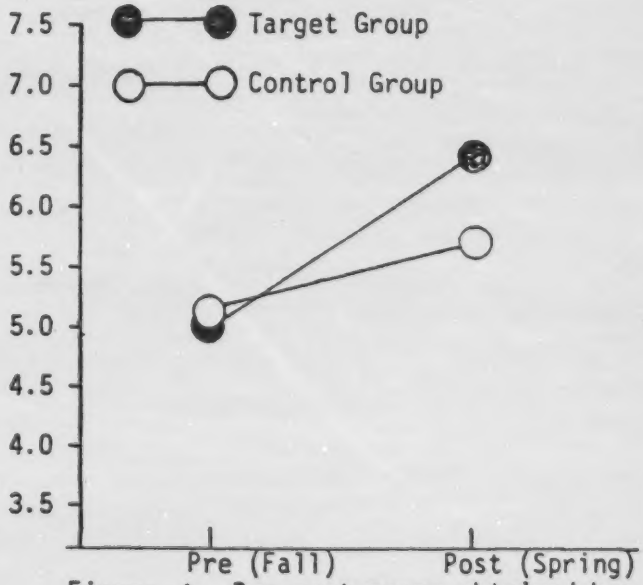


Figure 4: Pre-post means obtained by grade 8 and controls on the Grammar Identification Test.

Table II Mean Ratings on Grammar Identification

Groups	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Gain	Fishers t for gains between groups
7th grade Target	208	5.30	2.21	5.94	2.48	.63	$t = .70$ $p. > .05$
Control	118	5.55	2.38	5.97	2.39	.42	
Fishers t between groups		$t = .95$ $p. > .05$		$t = .10$ $p. > .05$			
8th grade Target	120	4.98	2.00	6.45	2.45	1.47	$t = 2.85$ $p. < .05$
Control	81	5.33	2.43	5.75	2.16	.42	
Fishers t between groups		$t = 1.12$ $p. > .05$		$t = 2.07$ $p. < .05$			

The data clearly indicate that claim #2 was supported for grade 8. Target pupils showed significantly greater post-test means than the controls with a significantly greater gain between pre- and post-testing. Eighth graders were well matched on this measure in that a non-significant difference was shown between pre-test means.

At the 7th grade level, the differences, though in the predicted direction, were not significant between control and target groups on post-testing or on the "gain" score means.

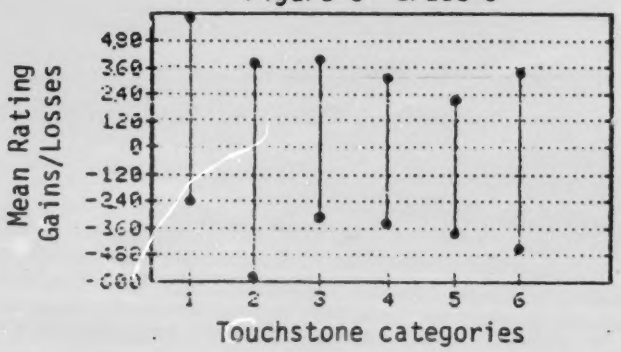
In general, claim number 2 that Touchstone improves grammar knowledge, was supported for grade 8 only. Differentiated effects between schools, sex and categories of Learning Handicapped and gifted were not shown.

Claim Number 3: The third claim was that Touchstone or target pupils would show a significantly greater gain in their awareness of the need for writing in careers and everyday life. A self-report, 6 item survey was used with all target and control pupils. The only significant outcome from this measure was that 7th grade pupils showed a significant difference between target and control ($t=3.50$; $p. < .006$). However, this was because the control pupils show a decline and target pupils remained constant between the pre- and post-attitude survey. Grade 8 did not show any significant differences or consistent trends on the attitude measure. It is suggested that either Touchstone does not effect attitude toward writing or that the survey is not a valid measure of attitude.

Claim Number 4: The fourth and perhaps most important claim was that writing samples of Touchstone pupils would produce higher ratings from independent raters using the Touchstone categories than would the control pupils. The Touchstone is a structured procedure for scoring writing samples in six subcategories which are operationally defined for the rater. This project provides for three raters to independently rate each writing sample. Each rating category could provide a score that could range from 0 to 7.

Analysis of the Touchstone ratings showed that eighth graders scored significantly higher on pre- post gains than the controls on all six categories by all three raters. The only exception was that a significant difference did not occur on spelling for rater number three. With all three raters combined, results in a composite score, showed that the differences in gains between 8th grade target and controls was significant on all six Touchstone categories. Most of the control group ratings actually dropped while targets increased. Figure 5 below illustrate the composite ratings. The six Touchstone categories are: 1=Subject/ Idea development, 2=Sentence development, 3=Vocabulary, 4=Mechanics, 5=Spelling, and 6=Handwriting.

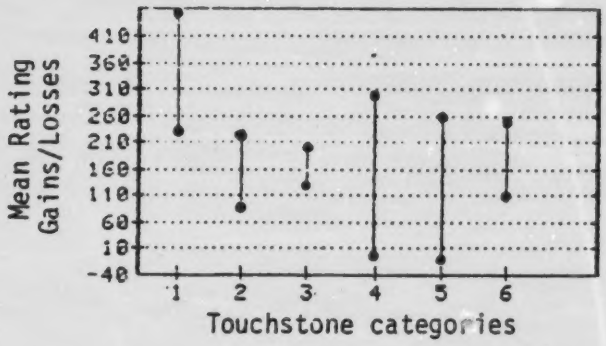
Figure 5 Grade 8



The top of the line shows the target mean gain and the bottom end of the line is the control group composite rating. The longer the line, the more significant the difference between target and control group ratings.

At grade 7 there were three out of six writing categories that showed significant differences between target and control pupils on the composite ratings. These were Subject/Idea Development (1), Mechanics (4), and Spelling (5). Figure 6 below illustrates these differences.

Figure 6 Grade 7



The top of the line shows the target mean gain and the bottom end of the line is the control group composite rating. The longer the line, the more significant the difference between target and control group ratings.

A scatterplot analysis showed a high correlation between raters without significant differences between raters on Touchstone ratings. This suggests a substantial degree of inter-rater reliability.

Table III below, shows the t test values obtained for each Touchstone category. The t test were computed to determine whether or not the target groups produced significantly greater gains than the controls.

Table III: Fishers t values for significance of different scores

Touchstone Category	Grade 7		Grade 8	
	t	p<.05*	t	p<.05
1. Subject/Idea Development	2.23	x	5.71	x
2. Sentence Development	1.64		7.09	x
3. Vocabulary	0.98		6.28	x
4. Mechanics	3.83	x	5.65	x
5. Spelling	2.94	x	4.86	x
6. Handwriting	-1.75		6.76	x

* An "x" in this column means that the target pupils showed significantly greater gains than the controls

In general, the Touchstone project treatment produced a significant improvement in all six Touchstone categories as measured by all three raters for eighth grade pupils. For grade 7, the effects of the Touchstone on specific Touchstone categories is less dramatic.

Claim Number 5: The fifth claim suggested that target pupils would show greater gains on standardized achievement test than would the controls. The WRAT Spelling and SAT Vocabulary, Language and Spelling Test, were pre- and post- administered to all target and control pupils. The WRAT Spelling Test is discussed below and the SAT data has not returned from scoring at Psychological Corporation.

The 8th grade Touchstone pupils produced significantly greater gains than did controls on the WRAT Spelling. ($t=3.44$; $p<.05$). Seventh grade target pupils did not produce significantly greater gains than controls ($t=.56$; $p>.05$). The WRAT results are consistent with all other measures in that 8th graders outperformed controls in all cases.

Evaluation Design: Process Evaluation: To evaluate the degree of completion of project process objectives and activities the evaluators met regularly with the project director to define the status of project activities, review the development of materials, and provide data analysis and feedback. In addition, survey questionaires were given to project staff, parents, students, and Touchstone committee members to obtain their perceptions of the effectiveness of the Touchstone project and address the "Questions To Be Answered" as stated on pages 16e and 16f.

The following process objectives are inherent in the attainment of the product objectives and therefore require evaluation:

1. To define critical writing skills utilizing input from the consumer community.

2. To develop a model for teaching these writing skills.

3. To develop a method for evaluating the degree of writing skills a student possesses.

4. To develop a method for accelerating student acquisition of missing writing skills in a sequenced pattern as defined by the Touchstone writing process.

5. To teach students to evaluate their own writing skills through peer review and self examination.

6. To develop a staff development model for training teachers in the use of the Touchstone teaching and rating system.

Findings: Process Evaluation

1. To define critical writing skills utilizing input from the consumer community. The first process objective was met through the process of group meetings by the Touchstone committee composed of members of the business, education, and parent communities. Meetings were conducted during August of the first project year. The Touchstone committee discussed and defined the critical elements/writing skills which they utilized professionally. These ideas were synthesized and then put into a matrix, the "Touchstone" scoring system. (See Appendix D). In the judgement of the evaluators this process objective was achieved.

SURVEY DATA

TOUCHSTONE Program Evaluation
(student survey)

From: Lynn Fossum, Touchstone Program Evaluator

To:_____ School:_____ Grade:_____

YOU HAVE BEEN RECEIVING WRITING INSTRUCTION THROUGH A TEACHING MODEL KNOWN AS TOUCHSTONE. WE WOULD LIKE YOU TO ANSWER THE FOLLOWING QUESTIONS ABOUT THAT WRITING INSTRUCTION SO THAT WE CAN EVALUATE ITS EFFECTIVENESS. THANK YOU FOR YOUR PROMPT ASSISTANCE.

1. Have you been aware of the Touchstone Writing Program? Yes 97% No 3% n=200 n=7

2. Rate the Touchstone Writing activities:(check the box)

	Lo 1	2	3	4	Hi 5	
interesting	5%	22%	31%	28%	13%	n=210
worth doing	3%	14%	32%	30%	20%	n=207
learned from them	1%	5%	28%	35%	30%	n=205

3. Rate the Touchstone Scoring system:(check the box)

	Lo 1	2	3	4	Hi 5	
understandable	2%	12%	22%	37%	27%	n= 198
tells you what's wrong	3%	10%	28%	35%	23%	n= 204
tells you what to do to improve	3%	11%	22%	35%	29%	n=209

4. Have your writing skills improved while in this program?
Worse 1% Same 32% Better 67% n=210
n=1 n=68 n=140

5. What can be done to improve the Touchstone Writing Program?

tally on next page

6. Additional comments:

tally on next page

TEACHER SURVEY

From: Lynn Fossum. Touchstone Program Evaluator

To: _____ School _____ Grade level

YOUR COOPERATION IN ANSWERING THE FOLLOWING QUESTIONS WILL HELP US EVALUATE AND IMPROVE THE EFFECTIVENESS OF THE TOUCHSTONE WRITING PROGRAM. AFTER COMPLETING THE INITIAL QUESTIONS, PLACE A CHECK IN THE APPROPRIATE RATING BOX TO EXPRESS YOUR OPINION. 1 IS LOW, 5 IS HIGH, 3 INDICATES AVERAGE OR NEUTRAL. THANK YOU FOR YOUR PROMPT ASSISTANCE.

1. How many of your students have been enrolled in Touchstone this year? ALL

2. Do other students express a desire to be enrolled in Touchstone? Yes ? (Number) No ___

3. Indicate the number of days per week Touchstone Resource Units are used: 5

4. Indicate the amount of time per day allocated to Touchstone writing lessons: 30

5. Average number of writing samples produced by pupils since September 1981: 16
   Teacher scored by Touchstone scoring: 12
   Pupil scored by Touchstone scoring: 4

low 1 2 3 4 5 high

6. Indicate the degree to which Touchstone enrolled pupils improved in:

	1	2	3	4	5
Overall written expression			1	4	1
Writing mechanics		1	2	3	1
Spelling		1	1	2	2
Attitude toward writing		1	2	3	1

7. Indicate the degree of appropriateness of the Touchstone scoring system for junior high writing samples:

	1	2	3	4	5
				2	5

8. Indicate the degree of appropriateness of the Touchstone teaching process (Touchstone Resource Units).....with regular students:
   with spec. ed. students:
   with gifted students:

	1	2	3	4	5
with regular students:			1	3	2
with spec. ed. students:			2		2
with gifted students:				1	4

9. Indicate the degree of appropriateness of the Touchstone peer scoring/tutoring process for.....regular students:
   special ed. students
   gifted students:

	1	2	3	4	5
regular students:			1	3	1
special ed. students		2	1		1
gifted students:				1	4

10. Rate the effectiveness of the Touchstone scoring system for feedback to students:

	1	2	3	4	5
				2	5

11. Rate the effectiveness of the Touchstone scoring system as a teaching device:

	1	2	3	4	5
				3	4

ADDENDUM

Touchstone WRITE Evaluation

SAT Results

All students in the target and control groups were given the SAT Language Spelling, and Vocabulary subtests on a pre-post test basis in September, 1981 and December, 1981.

The data was analyzed applying T Tests to determine the levels of significance between pre and post-test scores and mean gain scores for target and control groups. The results are given and in Table 1 below:

TESTS TO DETERMINE THE SIGNIFICANCE LEVEL OF GAINS BETWEEN PRE-POST MEANS

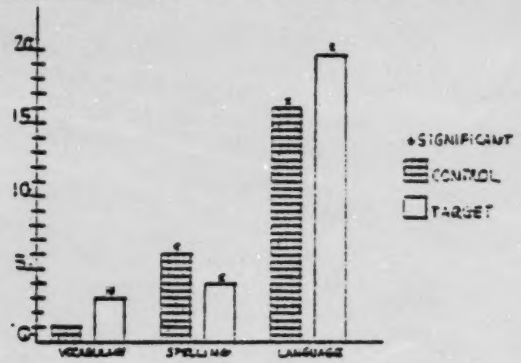
TEST AT α = .05 ONE TAILED TEST

TEST & GROUP	PRETEST MEAN	POSTTEST MEAN	MEAN * CHANGE	df (n-1)	OBTAINED t	SIGN. CUT OFF	1 TAILED TEST AREA IN 1 TAIL = .05
VOCABULARY - GR.7 Control	187.0	188.1	1.1	105	.8	1.66	
SPELLING - GR.7 Control	173.2	179.9	6.7	101	5.02	1.66 x	
LANGUAGE - GR.7 Control	180.2	195.4	15.2	93	9.16	1.66 x	
VOCABULARY - GR.7 Target	186.0	188.5	2.5	148	2.11	1.65 x	
SPELLING - GR.7 Target	177.2	180.4	3.2	150	2.6	1.65 x	STANFORD ACHIEVEMENT TEST Pretest Level: Advanced Form B Posttest Level: Advanced Form A
LANGUAGE - GR.7 Target	170.3	189.9	19.5	152	10.3	1.65 x	
VOCABULARY - GR.8 Control	200.6	200.7	.1	54	.03	1.67	
SPELLING - GR.8 Control	182.7	184.7	2.0	55	.67	1.67	x = statistically significant
LANGUAGE - GR.8 Control	188.8	204.6	15.8	60	5.3	1.67 x	* mean change is calculated from distribution of change. Any difference is due to rounding error.
VOCABULARY - GR.8 Target	192.7	195.8	3.0	84	1.86	1.66 x	
SPELLING - GR.8 Target	185.2	186.2	1.0	79	.68	1.66	statistics are based on scaled scores
LANGUAGE - GR.8 Target	187.5	202.3	14.8	84	5.79	1.66 x	

Table 1

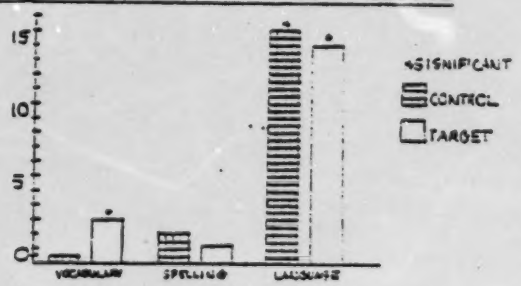
Gains for both 7th target and 7th control students were significant on all subtests excepting the 7th grade control vocabulary subtests. The target students made a greater gain in the Vocabulary and Language subtests than did the control students. The results are indicated in Table 2.

Table 2: Seventh Grade SAT Subtest Results



At the 8th grade level gains were significant on the Vocabulary subtest for target students and on the language subtests for both target and control students. The results are shown in Table 3.

Table 3: Eighth Grade SAT Subtest Results



As specified in the earlier report, the fifth claim suggested that target pupils would show greater gains on standardized achievement tests than would the controls. This claim was substantiated in part by the performance of the 7th grade target students on the SAT Vocabulary and Language subtests and 8th grade target students performance on the SAT Vocabulary subtest.

Longitudinal Study Results

A group of 23 students participated in the entire Touchstone WRITE program in both 7th and 8th grade. Writing samples done pre-post 7th grade and pre-post 8th grade were available on these 23 students. Likewise a group of 17 students were in the control group in both 7th and 8th grades. Writing samples done pre-post 7th grade and pre-post 8th grade were available on these 17 students. The writing samples for both groups were scored using the Touchstone Scoring system. Three independent raters scored each writing sample pre-post 7th and pre-post 8th to determine levels of growth achieved. Statistical analysis revealed 8 of the 126 subtest gain scores indicated significant difference between target and control group gain scores.

CONTENTS OF UNITS

APPENDIX III

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 1
WEEK(S) 1-2

WRITING TOPIC: Favorite Activity

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATING AND ORGANIZING IDEAS	Discuss some summer activities.				I A 1.	
	Model the assignment with a topic sentence and cluster plan on the board.	11-12 11-12	Touchstone Target Teachers Cluster Form Panwitt, "Different Spokes for Different Folks." Cluster Model			
	Write a narrative in sequence describing the first attempt at what is now a favorite activity.	1-2	McKinney			
SUBJECT/IDEA DEVELOPMENT	Identify topic sentences.	3-5 6 9-10	Center for Applied Research Scholastic Suhor			
	Read about helicopters.	7-8	Aaron			
	Use library sources.	13	Library			
PARAGRAPH DEVELOPMENT	Use dictations on water skiing and helicopters to motivate discussion topics.	15-18	Berardi			
	Use basic sentence patterns effectively.	19-20 21-22	McKee Berardi		II B, 1,b	
SENTENCE DEVELOPMENT	Recognize noun and verb phrases.	23-24	Woodruff		II C, 1,a	
	Write complete sentences.	25-26	Woodruff		I B, C	

GRADE 7 UNIT 1 - Favorite Activity

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Hillians
VOCABULARY DEVELOPMENT	Enrich vocabulary.	27	Bartnick			
	Make compound words.	28				
	Identify compound words and suffixes.	29-30	Instructor			
	Identify syllables: prefixes, roots, and suffixes.	31-32	Berardi			
SPELLING	Spell compound words.					
	Identify consonant sounds.	33-34	Berardi			
	Practice spelling words in handwriting.				II A,1	
HANDWRITING	Position paper for handedness.	35-36	Berardi			
	Practice basic strokes in spelling words.					

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 2
WEEK(S) 3-4

SHORE LINES

WRITING TOPIC: Social Letter with Flashback

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
PRE-WRITING: GENERATE AND ORGANIZE IDEAS	Write a social or friendly letter which includes a narrative interrupted by a flachback and a beach-related incident.	5-6 3-4 1-2 7 8	"Writing with Flashbacks," McKinney Projections "Family at Sea;" "Wander-thirst:" Dimensions Guidebook Cummer Student Sample			
	Use a cluster plan to outline the trigger incident and flashback.					
SUBJECT/IDEA DEVELOPMENT	Plan homework. Evaluate reading habits. Write for a pen pal. Write thank-you notes.	9 10 11 12	Scholastic			
DICTATION	Use dictation to prompt discussion for writing topic and to demonstrate application of the skills of the unit.	13-14 15-16	"Beach Trip," Berardi "Dear Jack"			
SENTENCE DEVELOPMENT	Understand natural order, complete subject, complete predicate, and fragments.	17 18 19-20 21-22 23-24 25 26	Berardi Moore Cramer Benner Cramer Scholastic			
VOCABULARY	Write sentences with the ENRICHMENT vocabulary.	27	Bortnick			
	Identify homonyms. Identify base words. Use suffix -ly, prefix ex-, and roots photo and graph.	28 29-30 31-32	Berardi Instructor Berardi			

GRADE 7 UNIT SHORE LINES

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
	Review and apply the rules for forming plural of nouns. Test on plurals.	33-36 37 38	Benner Berardi			
	Use a model for friendly letter format. Review capitalization in a friendly letter.	39 40	Cramer Loyola School			
	Grip the pen correctly for cursive handwriting. Practice spelling words in cursive handwriting.	41 41-42	Berardi			

TEACHERS' KEYS

"Family at Sea" 1a,1b,1c
"Wander-thirst" 2a,2b
"Roots" 29a, 30a
"Plurals" 33a, 34a, 35a
36a, 37a

37

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 3
WEEK(S) 5-6

WRITING TOPIC: **Suspense!**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Determine how a unique circumstance, advantage, or setting can influence a suspense story. Write such a story.	1	Assignment options. Blake, pp. 73-83		I	
	Identify elements of setting.	3-6 7	Thesenger Summers and Projection in Literature			
	Describe a setting.	8-10	McKinney			
	Describe the main characters of a story.	11-12 13 14	Aaron Summers Scholastic			
	Choose sensory details.	15	McKinney			
	Recognize character description.	17-18	Brand, Max, "The Thief" and Aaron			
	Find out how mystery writers create stories.	19-21	Lewis, Jill, "Taking the Mystery out of Mystery Writing," Writing, April, 1982.			
SUBJECT/IDEA DEVELOPMENT	Read a play version of Dracula.	23-32	Scholastic Scope, September, 1979.			
	Know the basic setting, character, plot to start.	33 35	Scholastic			
	Write a progressive classroom story.	34			II B	
	Complete a story starter.	36 38				
	Describe characters.	37				
	Establish point of view.	39-41	McKinney			
	Be the thing.	42	Carter and Cornell			
DICTATION	Use dictation to prompt ideas and to demonstrate application of basic skills of writing.	43-44	Berardi, "Advantages" #5		II A	

GRADE 7	UNIT 3 Suspense!			Los Altos Elementary	San Jose Unified	St. Hilliams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
SENTENCE DEVELOPMENT	Identify nouns and pronouns in sentences. Learn that subjects of sentences are nouns or pronouns.	44-45 47 48-49	Walch Berardi Woodruff		I C	
VOCABULARY	Enrich vocabulary. Learn the prefixes de- and ad- in many derived words.	50 51	Bortnick Berardi			
SPELLING	Learn fifty spelling demons. Spell past tense verb ed regardless of its pronunciation.	52 53	Scholastic Berardi		II A	
HANDWRITING/FORMAT	Practice tall looped lower case cursive letters carefully in writing spelling words.	54	Berardi			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 4
WEEK(S) 6

WRITING TOPIC: **Library**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Keep a journal to record observations and information from reading or research.	1-8 9-1	Student Manual Blake, p. 67			
USE REFERENCES SUBJECT/IDEA DEVELOPMENT	Review research skills: Readers' Guide	9-10	Carter			
	Survey a magazine.	11				
	Use an almanac.	12	Reference Tools and Study Skills, Milliken Publishing Company			
	Use encyclopedias.	13				
	Read graphs and tables.	14				
	Read for details.	15				
	Get the main idea.	16				
	Learn to take notes.	17-18				
	Use a thesaurus.	19-20				
	Review library sources.	21-22	Carter Continental Press			
	Readathon for $	23-24	Carter			
	Use a dictionary.	25-26	Aaron			
		27-28	Benner			
		29-30	Aaron			
	Write definitions.	31	Scholastic			
	Survey spelling of English sounds.	32-34	Teacher's Guide to the American Heritage School Dictionary, 1976 Blake, 129-142 Blough, Chapter 3 Warriner's			
DICTATION	Demonstrate skills in spelling, mechanics, and handwriting by dictation. Practing writing what a speaker says.	35-36	Berardi "Building Word Power" #6			
SENTENCE DEVELOPMENT	Write possessive nouns correctly.	37-38	Berardi Suhor			

GRADE 7	UNIT 4 Library			Los Altos Elementary	San Jose Unified	St.Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
VOCABULARY	Take a pretest on words derived from roots. Key to 100,000 words.	39 40				
SPELLING	Use / t / and / d / in blends.	41				
HANDWRITING	Write t, d, and numerals the same height.	42				

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 5
WEEK(S) 7 - 9

WRITING TOPIC: **Parks and Ports**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Do research for and write a short, focused composition about a national park or a port.	1	Assignment Summary (Note: This unit follows the LIBRARY SKILLS, Unit 4.)		IA1	
SUBJECT/IDEA DEVELOPMENT	Learn that expository writing explains.	2-4	Adventures for Readers, Book One.			
	Focus thinking.	5-8	Gray, Pamela J., Writing, March, 1982.			
	Develop paragraphs with topic sentences.	9-10	Benner		IIB	
	Organize details to support topic sentences.	11-14	Benner			
	Outline ideas.	15-16	Scholastic			
	Use inferences from context to support the focus.	17	Continental Press			
	Revise for sensory details.	18	Brown, Don et.al., Writing IA, Boston: Ginn and Company, 1964.			
	Take and outline notes.		Blake, Chapters 5 and 6,			
DICTATION	Use dictation to prompt discussion and to demonstrate application of writing skills.	19-20	"King-sized Playgrounds" (#7), Berardi			
		21-22	"A Great Port" (#9), Berardi			
SENTENCE DEVELOPMENT	Identify noun and verb phrases.	23	Woodruff		IIC	
	Use inverted order to vary sentences.	24	Moore			
	Use determiners to make noun phrases clear.	25	Berardi			
	Improve sentences with descriptive words.	26	Suhor McKinney			

GRADE 7 UNIT 5 Parks and Ports

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE DEVELOPMENT	Learn to with a verb is NOT the verb phrase or predicate verb	27	Berardi			
	Identify the difference between action verbs and forms of BE.	28	Schuster			
	Improve sentences by joining noun and verb phrases or adding descriptive words.	29-30 31-32	Schuster			
VOCABULARY	Enrich vocabulary.	33	Bortnick			
	Identify prefixes which change spellings.	34	Plunkett			
	Use variations of the prefix for with/together and adjective-forming suffixes-ful,-ous,-ic.	35-36	Berardi			
	Learn the rule for adding suffixes and the root port.	36-37	Boning			
SPELLING	Use mnemonic devices to spell tricky words.	38	Carter			
	Learn and use concepts for spellings of /k/.	39-41	Plunkett			
	Learn and use concepts for spelling /g/	42	Berardi			
	Learn and use the rule for doubling a final consonant.	43-44	Benner			
HANDWRITING/FORMAT	Use cursive handwriting and ink to practice spelling words for dictation.	45-46	Berardi			

WRITING TOPIC: The Writing News

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Identify the sections of a newspaper and layout a front page.	1-2	Compiled by Parent Consultant Julie Cummer from: Glim Scholastic San Jose Mercury News The Town Crier See Also Writing, November, 1981			
	Learn about headline, lead, 5 W's + H, details in inverted pyramid.	3				
	Write straight news story using events at school.					
	Recognize and write a feature story.	4				
	Compare straight news and news feature stories.	5				
SUBJECT/IDEA DEVELOPMENT	Edit stories using guidelines.	6				
	Write headlines.	7				
	Plan and layout the front page of a group newspaper.	8				
	Compare a real news story with real edited copy.	9-10				
	Choose extra credit options.	11-14	Scholastic			
	Outline how an author organizes with a cluster plan.	15-16	Dimensions			

GRADE 7 6 UNIT **The Writing News**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Williams
DICTATION	Use dictation to prompt discussion of idea development and demonstrate application of skills of the unit.	17-18 19-20 21-22	"Student Activities," #8 "Student Newspaper: The Falcon," #10 "World of Sports," #11 Berardi			
SENTENCE DEVELOPMENT	Learn how active and passive verbs function Distinguish between action and non-action predicates.	23-24	Berardi			
	Identify parts of a simple sentence.	25	Cramer			
	Improve run on sentences.	26				
MECHANICS	Review the uses of capital letters.	27-28	Berardi Scholastic			
VOCABULARY	Write sentences with ENRICHMENT words.	29	Bortnick			
	Apply spelling rules to the adding of all suffixes: y to i drop final e	31-32 33-34	Berardi Benner Plunkett			
	Use prefixes auto-, super- and roots bio, sphere.	35				
	Review base words.	36	Benner			
SPELLING	Spell /k/ in six ways.	37	Berardi			
	Review capitalization.	38	Continental Press			
	Spell /f/ in six patterns.	39-40				
AND-RITING	Write spelling words carefully in cursive handwriting.	41-42	Berardi			

E.S.E.A. TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
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GRADE 7
UNIT 7
WEEK(S) 13-14

WRITING TOPIC: **Holidays:** Customs, Traditions, Rituals

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
	Understand how the writer associates relevant details and explains complex ideas in unified paragraphs.		Classroom Sources: "The Use of Models," Warriner's Teacher Manual, pp. 28-29		I A 1a II B 1a	
			"Theme" and "Tone" Projection in Literature, pp.536-537.			
	Write an informal essay about a custom, ritual, or tradition.	1	"The Clincher Sentence," Guide to Modern English, pp. 14-19.			
			"Beginning and Endings," Language for Meaning, pp. 80-87			
	Understand the purpose of an informal essay.	2	Douglas, Maureen, "How to Write an Informal Essay," Writing, January, 1982.			
		3-7	"The Chinese New Year," Building English Skills: Red Level, pp. 117-119.			
		8	Church, Francis P., "Yes, Virginia, There Is a Santa Claus."			
		9-11	"The Katchinas"			
		10	Howard, Jane, excerpt from Families.			
	Determine how the cues of cause and effect can set a custom.	13-14	Aaron, "The Long and the Short of It."			
	Use dictation to prompt discussion for writing.	15-16	"Months of Rites," Berardi #13		I A 2b II C 1a	
	Demonstrate by dictation skill in spelling, mechanics, handwriting, and writing during oral presentation.	17-18	"Rose Parade" #14			
	Identify direct objects and indirect objects.	19-20	Moore		I A 2b II C 1a	
	Use pronouns correctly in objective forms.	21-22	McKee			

GRADE 7 UNIT 7 Holidays

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Williams
	Identify and use prepositional phrases.	23-24	McKee			
	Identify objects.	25	Berardi #13			
	Show how functions of nouns and pronouns can be compound to introduce parallel structure.	26	Berardi #14			
	Combine sentences using compound verb phrases.	27	Suhor			
	Read diagrammed sentence functions to make a smooth word order.	28	Warriner's			
	Revise sentences to use active voice.	29-30	Stoft, Dorothy M., Desk Reference of Editing Procedures and Techniques. Palo Alto: Simon & Nielsen, 1980.			
	Identify the functions of words in simple sentences by diagrams. Understand appositives.	31				
	Vocabulary Enrichment	32	Bortnick		II A 1a	
	Learn the root spec and review homonyms.	33 34	Berardi #13 Benner			
	Learn the root mit (send) and the prefix tele-	35-36 37 38 39-40	Boning Berardi #14 Boning Aaron			
	Use commas in a series. Abbreviate the months.	41 42	Benner		II B 1a D 1a	
	Distinguish voiced and unvoiced th and identify when it is a suffix.	43	Berardi #13		II A 1a	
	Distinguish blends with the sound /s/. Learn the ranking of most used words in textbooks.	44	Berardi #15			
	Review homonym spellings.	45-46	King			
	Write capital and lower case Cc, Aa, Oo, Ss by practice with spelling and dictation	47-48	Berardi #13 and #14		I D 1a	

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
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Language Arts Curriculum

GRADE 7
UNIT 8
WEEK(S) 12- 15,16

WRITING TOPIC: HOW TO...

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
PRE WRITING: GENERATE AND ORGANIZE IDEAS / SUBJECT/ IDEA DEVELOPMENT	Plan and write a set of instructions.					
	Read points to keep in mind when writing instructions.	1-3	Writing Magazine			
	Read some optional prompts by Robert Boone.	4				
	Understand a sequence of steps, but ALSO know that a list of steps MAKES NOT A COMPOSITION!	5-6	Suhor, Scholastic Aaron			
	Read a description of steps taken by Thor Heyerdahl to test his theory over a period of years.	7-10	"Two Experiments at Sea"			
	Read the explanation of a technical process, making the heat shields for the space shuttle.	11-13	NASA			
	Find the accurate expression of an author's main idea.	15-16	Dimensions, pp. 370-385			
DICTATION	Use dictation models to prompt discussion for composition topic and to test for competence in basic skills of unit.	19-20	"Nile River Inventors" #12			
		21-22	"Glass Secrets" #15			
		23-24	"Mr. Zip Code" #16			
		56	Read how Zip Codes develped.			
SENTENCE DEVELOPMENT	Identify and move about prepositional phrases.	31	Berardi			
		32	Suhor			
		43-44	McKee			
	Identify direct objects, objective complements					
	Recognize the functions of active and passive voice.	25-26	Berardi			
		27-31	McKee Moore			
	Identify predicate nouns as complements.	45	Berardi			
		46	McKee			
		47-50	Moore			

GRADE 7	UNIT 8	HOW TO . . .				
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
VOCABULARY	Enrichment List	17	Bortnick			
	Use root concepts of -vid-, -vis-.	35	Berardi			
	Review words commonly confused.	36	Scholastic			
	Learn morphemes sub-, -ance, -ence, -fer-, and -ize, -ise.	37,39	Berardi			
	Review other prefixes and suffixes.	38,40	Instructor Benner			
	Use the TV program WORDSMITH	41	Smith			
SPELLING	Practice saying and spelling /f/ and /v/.	51	Berardi			
	Spell past participle forms of verbs correctly	52	McKee			
	Spell speech sounds /s/ and /z/ and practice them in third person singular verb forms.	53-56	Berardi			
HANDWRITING	Practice the strokes for capital and lower case U u , V v , G g and Z z as applied to spelling words.	57-59	Berardi			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
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GRADE 7
UNIT 9
WEEK(S) 17-18

WRITING TOPIC: **DEAR ABBY**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
PRE-WRITING SUBJECT/IDEA DEVELOPMENT	Solve problems through letter writing.	1 2	Scholastic Magazines, 1979			
		2	Why Write a Letter?			
	Store Memories in letters	3-4-5	Scholastic Magazines			
			Cooper, Letter Writing			
	Write complaints into letters.	5-6 7-8	McKinney All About Letters			
DICTATION	Shy? Try!	9-10	Berardi			
	Social Problems	11-12				
SENTENCE DEVELOPMENT	Recognize imperative sentences.	13	Berardi Warriner's, pp. 31-36			
	Take a post test on functions of NOUNS in sentences.	14	Schoephoerster Unit 8 and 11 Warriner's, Chapters 1-6			
	Learn when a comma is required before and, or but.	15-16	Schuster			
	Use singular verbs with singular nouns joined by or.	17-18	Schuster			
VOCABULARY	Recognize the meaning of the root duc.	19	Berardi			
	Take a post test on prefixes, roots, and suffixes.	20				

GRADE 7 UNIT 9				Los Altos Elementary	San Jose Unified	St. Hilliams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
SPELLING	Learn the twelve patterns for spelling /sh/.	21-22	Berardi			
HAND-WRITING	Form capitals T, F, P, and R.	23-24	Berardi			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
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GRADE 7
UNIT 10
WEEK(S) 19-20-21-22

WRITING TOPIC: MYTHOLOGY

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
SUBJECT/IDEA DEVELOPMENT			STUDENT MATERIALS FROM THE ANTYPAS/COAN UNIT			
	Introduce Greek and Roman Mythology.	1-2	Cover and Bibliography			
		3-4	Myths Characteristics/Roman Names			
		5	Symbols			
VOCABULARY	Establish study of vocabulary.	6	Word Find			
		7-8	Vocabulary I (Words Derived from Myths)			
		9-10	Advertisement			
		11-12	Myths in Everyday Life			
		13	Test I			
ACTIVITIES	Assign activities.	15	Projects			
		16	Letter Writing			
		17-18	Immortal Speakers			
	Assign composition.	19-20	Composition			
			GOLD pp. 79-81			
		21-22	Vocabulary/Spelling (2)			
		23-24	Vocabulary (Phrases from Myths)			
TESTS	Test.	25	Test 2			
		26	Gods/Goddesses Puzzle			
		27-28	Do You Know Your Myths?			
IDEAS		29-30	Test on the Gods			
		31-32	Final Test			
		33-34				
CREATIVITY	Provide enrichment.	35-36	Creative Activities			
		37	Radio Broadcasting			
	Read another version of the same myth.	39-40	Robinson			
			National Council of Teachers of English			
	Associate the myths with popular television programs.					

GRADE 7 UNIT 10 **Mythology**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Williams
DICTATION	Continue sequence of spelling skills.	41-42 43-44 45-46 47-48	Dictation 19 Dictation 20 Dictation 21 Dictation 22			
SENTENCE DEVELOPMENT	Identify transitive and linking or FORM of BE verbs.	49-50	Dimensions Berardi McDougal-Littell			
	Learn to interchange terms for linking verbs.	51-52	Loyola Writing Project			
	Use comparative and superlative degrees of adjectives and adverbs.	53-54 56	Berardi			
	Combine with coordinators	87-88	Schuster			
VOCABULARY	Identify Greek roots.	55	Vocabulary Enrichment 10 Dimensions			
	Use cent, meter, ure, less, mono, and manu in word building.	57-58	Berardi			
	Use the roots ten, tain, and ject.	59-60				
	Use the adverb forming suffix -ly.					
MECHANICS	Use commas for a reason.	61-62	McKee			
	Review reasons for the apostrophe	63-64	Benner			
SPELLING	Spell correctly /zh/ and /ch/.	66-66	Berardi			
	Generalize about spellings for /ch/.	67-68	Plunkett			
	Spell /shun/ and /j/.	69-70	Berardi			

Stage the Play: Play the Stage

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
Study drama. Define assignments.	Identify the techniques used in drama.	1	Maloney, Henry, Plays to Remember and Picozzi, Raymond, Plays to Enjoy, New York: Macmillan Co., Inc., 1967. Writing!, Curriculum Innovations, Highland Park, December 1981 and January 1982.			
	Teacher's Resource for Oral Presentation.	2a, 2b 2c				
	Take notes in outline form.	2				
SUBJECT/IDEA DEVELOPMENT	Identify terms playwrights use.	3-4	California State Textbook, Projection in Literature. Maloney, Henry, Plays to Remember, NY: Macmillan Co., Inc., 1967.			
	Define theme.	5	p. 536, Projection in Literature.			
	Evaluate endings.	6	p. 520, Projection in Literature.			
	Identify the writing techniques of Rod Serling.	7-8	Serling, Rod, The Monsters Are Due On Maple Street, pp. 284-298, Project in Literature.			
	Read and discuss a play.	9 10 11-19	Cover. Questions. Green, Betty, Summer of My German Soldier, adapted from the teleplay by June Howard Hammerstein for Scholastic Scope, October 26, 1978.			
Write a review.	Discuss reviews of drama critics. Write a review.	21-26	"Night Crossing" and "Taps" in Peninsula Times Tribune and San Francisco Chronicle. Writing!, December 1981.			
DICTATION	Show writing proficiency in spelling, mechanics and handwriting.	27-28 29-30	Mr. Miracle Sights and Signals.			

GRADE 7 UNIT 11 **Play the Stage**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE DEVELOPMENT	Identify linking or FORM OF BE verbs and complete sentences.	31-32	Benner			
	Conjugate.	33-34				
	Learn present and present progressive tense forms.	35	Berardi			
	Learn the uses of principal parts of verbs.	36				
	Diagram simple sentences.	37	Segal			
	Combine sentences with compound verb phrases.	38	Moore			
VOCABULARY	Enrichment.	39	Berardi			
	Learn prefixes pro and micro and roots phon and son.	41-42				
	Teacher's Key.	42a				
SPELLING	Spell the nasal consonant /m/ in several patterns and schwa with /l/.	43-44-45	Berardi			
	Generalize spelling of schwa + /l/.	46-48	Plunkett			
HANDWRITING	Write legibly capital and lower case M,m,L,l.	49-50	Berardi			
	Practice spelling words.					

ESEA TITLE IV, PART C
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GRADE 7
UNIT 12
WEEK(S) 25-27

WRITING TOPIC: **LETTER OF INQUIRY**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
SUBJECT/IDEA GENERATING AND ORGANIZING IDEAS DEVELOPMENT:	Write a conventional business letter with direct, clear questions.	1-2	Blough, pp. 123-135 Warriner's pp. 357-63			
	Learn the new system for addressing letters.	3-4	United States Postal Service and the National Council of Teachers of English, All About Letters, 1979.			
	Practice both the old and the new systems.	5-6				
	Find an appropriate address for an agency or organization which can provide information for a hobby, interest, or favorite sport.	35-60	Excerpt from All About Letters. Keep it as a classroom resource!			
	Locate an address, plan a lette of inquiry, and write a complete rough draft.	7-8				
	"Windsurfing"	13-14	Scholastic ACTION			
SENTENCE DEVELOPMENT	Use past tense and past progressive tense. Use present perfect and present perfect progressive tense.	15-16	Berardi			
	Review simple predicate and correct verb forms.	17-18	Benner			
	Conjugate a verb.	19-20				
	Choose appropriate tense forms.	21-22 23-24	Scholastic McKee			
	Diagram imperative and interrogative sentence.	25	Walsh			
	Place modifiers for clear meaning.	26	Scholastic			

GRADE 7	UNIT 12 LETTER OF INQUIRY			Los Altos Elementary	San Jose Unified	St.Williams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
VOCABULARY	Use enrichment words in sentences.		Bortnick			
	Generalize how the suffix depends on the part of speech.	28	Plunkett			
	Use suffixes -ance, -ence, -ancy,-ency and roots -sta- -stit- and -pos- -pon-.	29-30	Berardi			
SPELLING	Take a posttest on consonant pairs.	31	Berardi			
	Identify the speech sound /w/ as distinct from /wh/ and /h/.	32				
HANDWRITING	Practice capital and lower case N n, W w by writing spelling words.	33-34				
DICTATION	Use dictation models to read to generate ideas and as tests to demonstrate competence in the basic skills of the unit.	9-10	"American Money," Berardi #25			
		11-12	"Wind Skate," Berardi #27			
			COMING: SENSORY IMAGES IN POETRY	? 4/26		
			Dictations #26 #31	5/7		
			MINI-RESEARCH SKILLS: INCREDIBLE ANIMALS	5/10 5/28		
			Dictations #23. #28. #29			
			MODEL A TALK SHOW: INCREDIBLE PEOPLE	6/1 6/11		
			(No compositions to read!)Dictations #32 #33, #34 available.			

ESEA TITLE IV, PART C
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GRADE 7
UNIT 13
WEEK(S) 26 and 31

WRITING TOPIC: **Once Upon A Saturday**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Demonstrate poetic form, imagery and the universal nature of poetry by compiling a poetry journal.	3-28	Projections, 522-537; 364-381. Schoephoerster, pp. 47-49. Dimensions. Adventures for Readers, 331-388. Bettenbender, John, ed., Poetry Festival (75¢). Benedict, Stewart H., A Teacher's Guide to Poetry ($1.00), New York: Dell, 1975. Library 811's, 812's.			
SUBJECT/IDEA DEVELOPMENT	Check journal contents.	1-28 45 3a-28a	Student Work Sheets and Teaching Ideas are compiled from Lipson, et. al., Calliope, 1981.			
DICTATION	Use dictation to prompt discussion and demonstrate application of skills.		"Spring" #26, Berardi. "Spelling Spells" #31.			
SENTENCE DEVELOPMENT	Use appositives for concise compact sentences.	33-34	Schuster			
	Use future and future progressive tense.	35-36	Berardi.			
VOCABULARY	Use enrichment words to write sentences.	37				
	Select words to create sound images.	38	Instructor.			
	Use the prefixes semi, hemi, pre- and the root -scrib-.	39	Berardi.			
	Use the suffixes -able, -ible.	40				

GRADE 7 UNIT 13				Los Altos Elementary	San Jose Unified	St. Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
SPELLING	Distinguish the sound /ng/ from /n/ and /m/.	41	Berardi			
	Identify and spell the /u/ sound at the ends of words in syllables or suffixes.	42				
HAND-WRITING	Practice spelling words with capital and lower case Bb, Yy.	43 44				

WRITING TOPIC: Incredibly True Animals

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS / SUBJECT/IDEA DEVELOPMENT	Perform basic research steps.	1-18	Suggested Assignments			
	Complete a sentence outline on an incredibly true animal.	2	Steps for Research			
	Determine precise verbs and factual evidence in a story.	19-20	Continental Press			
			Projection in Literature			
	Identify sequence and evaluate evidence.	21-22				
			Dimensions			
	Outline ideas.	23-24				
	Write an essay, simple explanation, or story based on the research.					
DICTATION	Use dictation to prompt discussion and apply skills.	25-26	"Racing Pigeons" #23			
		27-28	"Different Pets" #28			
		29-30	"Sleepyheads" #29			
SENTENCE DEVELOPMENT	Identive prepositional phrases as adjectives and adverbs.	31-	Berardi			
	Combine sentences by using appositives.	32	Suhor			
	Use past perfect and future perfect tenses and their progressive forms.	33-34	Berardi			
	Rewrite short, choppy sentences.	35-36	Schuster			
	Conjugate a verb in all tenses presented.	37-38				

GRADE 7	UNIT 14 INCREDIBLY TRUE ANIMALS			Los Altos Elementary	San Jose Unified	St. Williams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
VOCABULARY	Use vocabulary enrichment. Use the root-geo- and add suffix -ity Review prefixes, roots, suffixes, in a game. Apply the root pend, pens, the suffix -ate, and the prefix trans.	39-40 41 42 43-44	Bortnick Berardi Glim Berardi			
SPELLING	Apply spellings of /j/ and review sounds /s/, /j/, /k/, /g/. Learn the 100 most-used words. Learn the differences among /w/, /h/, and /wh/.	45-46 46 47-48	Plunkett Berardi			
HAND-WRITING	Practice spelling words with capital and lower case Jj, Ee, Dd.	49-52				

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 7
UNIT 15
WEEK(S) 32-34

WRITING TOPIC: Personalty Profile

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATING AND ORGANIZING IDEAS SUBJECT/IDEA DEVELOPMENT	Review biography.		Projection in Literature", pp. 514-515 Writing, April, 1982		IA2e	
	Plan a Talk Show with a personality profile about an incredibly true person.	1-2	Talk Show Assignment Sheet			
		3-6	"The What's What of Who's Who," Suhor.			
	Read a personality profile about a family member.	7-8	"Opa," by Inge Smith, Writing, April, 1982.		IIB1	
	Read a personality profile about a famous person.	9-12	"Nelly Bly, Girl Reporter," by W.Edmund Hood, Writing, October, 1981.			
	Plan effective beginning and end.	13-14	Aaron			
	Listen for evidence to support a conclusion.		"Listening for Fact and Opinion," Blake, Chapter 5 on Clemente.			
DICTATION	Use dictation to demonstrate application of spelling, sentence, and handwriting/note-taking skills.	15-16	"Hurricane Hunters" #32		IIA1	
		17-18	"Paperbacks" #33			
		19-20	"Flight History" #34			
	Generate discussion and refer to card catalog.					
SENTENCE DEVELOPMENT	Review present and past tense.	21-22	Suhor		IIC	
	Use pronouns correctly in nominative and objective forms.	23-24	Benner			
	Use possessive pronouns.	25				
	Review case of pronouns.	26	Berardi			
	Take a test on pronouns.	27-28	Thoburn			
	Apply correct pronoun forms.	29-30	Berardi			

GRADE 7 32-34 UNIT 15

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Williams
VOCABULARY	Enrich vocabulary with a word-a-day or individualized assigned task.	31-32	Bortnick			
	Take a post test on all prefixes, roots, and suffixes introduced the second semester.	33 35-36	Berardi Benner			
	Apply the root for TAKE and the prefix mis-.	34				
SPELLING	Apply "r" controlled vowel sounds to blends with /r/.	37	Berardi #32		IIA1	
	Learn spellings for /ks/.	38	#33			
	Take a post test on voiced and unvoiced consonant sounds and their spellings.	39	#34			
HANDWRITING/FORMAT	Demonstrate control of lower case r by practice with spelling words.	41	Dictation #32		ID1	
	Demonstrate control of capital and lower case X x by practice with spelling words.	42	Dictation #33			
	Demonstrate control of capital and lower case Q q by practice with spelling words.	40	Dictation #34			
	Demonstrate control over vertical spacing in cursive handwriting by dictation tests.	43-44	Berardi An optional form for dictation is Unit 14, Page 50, which is the standard form for music scores.			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 8
UNIT 1
WEEK(S) 1-2

WRITING TOPIC: **That's Living!**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
PRE-WRITING: GENERATE AND ORGANIZE IDEAS / SUBJECT/IDEA DEVELOPMENT	Write a composition on an activity or interest. Read articles about real experiences, hobbies, interests.	1 2-6 9-10	Unit Options. Challenges Guidebook. Warriner's.			
	Understand how a careful writer uses an outline.	11-13	Challenges.			
	Plan details to support a topic sentence.	14-15	Panwitt			
	Write a rough draft.	16				
DICTATION	Use dictation models to generate discussion and to test for application of basic skills to a writing task.	17-18 19-20	"Skateboarding", Berardi. "Swing Your Partner".			
SENTENCE DEVELOPMENT	Pretest on parts of speech and tenses.	21-22	Berardi.			
	Write simple sentence patterns.	23-26	Moore.			
VOCABULARY	Use enrichment words in sentences.	27	Bortnick.			
	Use a key to 100,000 words.	28	Berardi.			
	Write derivatives from the roots -spond-, -cur-.	29				
	Review rules for noun plurals and apostrophes.	30				

GRADE 8	UNIT 1 That's Living			Los Altos Elementary	San Jose Unified	St. Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
SPELLING	Use silly sentences to remember catchy spellings.	31	Wood.			
	Review plurals of nouns.	32	Benner.			
	Review consonant sounds and symbols.	33-34	Berardi.			
HANDWRITING	Place paper and grip pen for handedness.	35-36	Berardi.			
	Use multisensory practice writing spelling words in complete original sentences.					

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 8
UNIT 2
WEEK(S) 3

WRITING TOPIC: Universal Olympics

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Note assignments.	1	Warriner's Chapter 22		6.1	
	Read a business letter and write rules of punctuation.	2-3	Wood, Neva. San Jose Unified School District.			
			Blake, Chapter 4		3.1	
	Review punctuation rules.	4 5	McKee			
	Write cluster ideas for paragraphs. Write a business letter.	6-7	Touchstone Teachers		1.3 1.4 1.9	
SUBJECT/IDEA DEVELOPMENT	Blank forms for a business letter.	8-9				
	Correct a business letter.	10	Wood			
	Address the envelop.	11	Blake, Blough, Warriner's			
DICTATION	Demonstrate skills in writing a friendly letter by dictation.	12-13	Berardi			
SENTENCE DEVELOPMENT	Determine expressions appropriate to the purpose and audience: formal and informal diction.	14-16	McKinney		C 6 6.1 6.2 6.3	
	Write unified paragraphs	17-18	Schuster		5.1-4	
	Identify the purposes of adverb modifiers.	19	Scholastic			
	Identify the meaning of "person" with pronouns.	20-22	Berardi McKee			
	Expand sentences.	23	Woodruff			
VOCABULARY	Enrich vocabulary.	24	Bortnick		5.1	
	Learn the root for FOLD. Review rules for adding suffixes to words/roots.	25	Berardi		4.3-6	
	Show how choice of word influences others.	26	Aaron			

GRADE 8	UNIT 2 UNIVERSAL OLYMPICS			Los Altos Elementary	San Jose Unified	St.Hilliams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
SPELLING	Review rules for forming the plural of nouns.	30	Benner		C 1 1.1	
	Learn how the vowel circle provides a plan for review of spelling.	31	Berardi		1.5	
HANDWRITING/Format	Practice correct vertical spacing in cursive handwriting by practice with spelling words.#3	32			6.6	
MECHANICS	Learn and apply rules for hyphens, dashes, and apostrophes.	27-29	McKee		2.1 2.2-4 3.1 4.1 4.1-6	

ESEA TITLE IV, PART C
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GRADE 8
UNIT 3
WEEK(S) 4-7

WRITING TOPIC: Cause and Effect

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Explain the causes which led to a final effect.	1	Assignment Suggestions Blake, pp. 152-155 Blough, pp. 5-14		I A 1-2	
	Write topic sentences and determine their effective placement.	2-6	Warriner's, Chapter 21 McKinney		II E	
	Show how cause and effects are important to writing in social studies and science.	7-9	McKinney			
SUBJECT/IDEA DEVELOPMENT	Outline Form	10	Cramer			
	Use a journal as a bank for writing ideas.	11-12	Pfeiffer, Christy, "The Journal," Writing, March, 1982.			
	Identify how an outline determines logical order for ideas.		Unit 1 "At Home in India," Challenges.			
	Use semantic and syntactic clues for new or foreign words.	13-14	"Words from India," Aaron.			
DICTATION	Add vocabulary enrichment to dictation spelling lists.	15 16	Bortnick Library Sources on Early America		I B II B II C II D	
	Use dictation to demonstrate skills in mechanics, spelling, and handwriting/format.	17-18 19-20 21-22	"Age of Exploration," #4 Berardi "Puppet Shows:Boston Tea Party," #5 "English Settlers," #7			
	Use dictation to prompt ideas for writing.					
SENTENCE DEVELOPMENT	Identify adjectives as words or phrases.	23	Berardi #4		IC2c	
	Change frangments into complete sentences.	24	Suhor			
	Identify basic patterns of simple sentences.	25-26	McKee			

GRADE 8	UNIT 3 Cause and Effect			Los Altos Elementary	San Jose Unified	St. Williams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
SENTENCE/ PARAGRAPH DEVELOPMENT	Identify prepositional phrases as adjectives or adverbs; diagram them.	27 28	Berardi #7		I C II D	
	Combine sentences using prepositional phrases.	29	Suhor			
	Improve sentences by using appositives.	30-31	Moore			
	Combine sentences using compound verb phrases or a series of verb phrases.	32-33	Suhor			
	Write paragraphs which support a topic sentence.	34	Suhor			
	Revise paragraphs to avoid fragments and run-on sentences.	35-36	McKee		II E	
MECHANICS	Proofread sentences for needed commas: compound sentences, introductory ideas, words or phrases series.	 38 37 39	 Benner		I B	
VOCABULARY	Enrichment List Identify noun suffixes.	15 40	Bortnick Boning		I D	
	Write words from the meanings of word parts.	41	Berardi #4			
	Review rules for adding suffixes to word or root.	42	Berardi #5			
	Identify roots in a set of derivatives.	43	Berardi #7			
SPELLING	Review patterns for -ly.	44	Plunkett		II B	
	Group ways to spell /ē/.	45	Berardi #4			
	Review basic spelling rules.	46 47-48	Berardi #7 Benner			
	Apply spelling concepts.	49-50	Plunkett and Benner			
HANDWRITING	Use uniformity in lower case cursive letters with a loop.	51-52	Berardi #4 and #5			
	Distinguish lower case s and r in cursive.	53	Berardi #7			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
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GRADE 8
UNIT 4
WEEK(S) 7 - 9

WRITING TOPIC: **Lure and Lore of the Supernatural**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Write a story with the lure of the supernatural and with character, plot and setting interrelated	1 2-9 10-12	Pooley, et.al., Counterpoint... and Projection : Warriner's Chapter 18 Dodd Thesinger Blake, Chapter 4		6.1 1.1 1.2	
	Establish and keep a point of view.	13-14	Pooley			
	Write dialogue that is natural and promotes the plot.	15-18	Thesinger			
SUBJECT/IDEA DEVELOPMENT	UNIT CENTERED ON POE:	19-34	Los Altos School District:Antypas/Mendez			
	View talking filmstrip or read several of Poe's stories.		See "Teachers' Guide"			
	Group Work	19				
	Poe Biographies	20-22	Pooley and Scholastic Scope			
	Progressive Story	23				
	Write Epitaphs	24				
	Supernatural Creatures	25				
	Vocabulary for Unit	26-32				
	Rate Sentences for Touchstone Review	33				
	Solve a Mystery	34				
	UNIT CENTERED ON BEOWULF:	35-64	Wood, Neva, San Jose Unified School District, John Muir Junior High School			
	Assignment Points	35	See "Teachers' Gide"			
	Worksheets	36-40				
	Projects	41-42				
	Test	43				
	Vocabulary/Spelling	44-46				
	Robert Nye story Version of Beowulf.	47-58			5.1 5.2 5.3	
VOCABULARY SKILLS	UNIT ON ROGET'S POCKET THESAURUS	59-63	Wood			
	Enrichment Vocabulary for Either Unit	64	Bortnick			

GRADE 8	UNIT 4	LURE AND LORE OF THE SUPERNATURAL		Los Altos Elementary	San Jose Unified	St. Hilliams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
DICTATION	Demonstrate skills in mechanics, spelling, and handwriting by dictation.	65-66 67-68	"Watch the Ball" #8 "Election Day" #9			
	Outline from lecture.		See "Teachers' Guide", Warriner's 408 Blake 132		6.2	
SENTENCE DEVELOPMENT	Learn uses of adverb modifiers.	69-70	Moore		C 5 6.2	
	Learn uses of adjectives.	71-72			6.3	
	Revise by improving the choice and placement of modifiers.	73-76	McKinney		C 6	
	Take a test on modifiers.	77-78	Cramer			
	Use specific words.	79-81	McKee and King			
	Take a post test on the functions of words in simple sentences.	82	Berardi			
	Revise to avoid fragment and run on structures.	83-84	McKee			
	Review methods of improving sentences.	85	McKee			
	Take a pre test on compound and complex sentence structure.	86	Berardi		2.1 2.2 2.5	
VOCABULARY	Learn how the suffixes -ary, -ery, -ory make both adjectives and nouns.	87 88	Berardi Boning		C 1-4	
	Identify Old and Middle English expressions.	89	Carter			
	Learn roots for people.	90	Berardi			
SPELL	Review spellings of /e/.	91				
HANDWRITING/ FORMAT	Practice spelling words with attention to lower case letters. #8	93	Berardi		6.6	
	Practice spelling words with attention to capital letters using a cane stroke. #9	94				

ESEA TITLE IV, PART C
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GRADE 8
UNIT 5
WEEK(S) 9-11

WRITING TOPIC: **Language**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Use the VENN diagram to organize an explanation using comparison and contrast.	1 2 3.	Freiberg Assignment Options Bibliography Starter		I D	
	Practice writing paragraphs with comparisons.	4-6	McKinney			
SUBJECT/IDEA DEVELOPMENT	Read an excerpt from The Story of My Life to discuss how langauge is earned.	7-9	Born, Thomas, and Hoey, Edwin A., Editor, et. al., Levels of Meaning, Middletown, Conn.: Xerox Corporation, 1969.		I A 1d 2	
	Try braille.	10	Berardi			
	Review an outline of invasions(and with them languages) of Britain	11	Carter			
	Discover that words are invented and borrowed or their meanings changed.	12	Ginn and Company			
	Know stories behind some expressions.	13	Scholastic			
	Investigate Pidgin English.	14	Goldberg			
	Look at jargon, dialect, and slang.	15	Ginn and Company			
	Apply The Fog Index	16	Mueller, Douglas		II E	
	Identify words from special occupations.	17	Pei, Mario			
	Avoid labeling and stereotypes.	18	Read Magazine			
	Identify favorable and unfavorable conotations.	19 20	Born Berardi		II D 1	
	Identify conotation in gesture.	21	Born			

GRADE 8 UNIT 5 Language

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St.Williams
SUBJECT/IDEA DEVELOPMENT	Conduct a dialect survey.	22	Carter		I D	
	Use context clues to establish intended meaning .	23-26	Benner			
	Examine purpose in using denotative and conotative meanings.	27-28	Writing: Unit Lessons in Composition, Ginn and Company		II	
DICTATION	Prompt discussion with dictation.	29-30	Berardi #6 "World Without Words"		II B	
	Use dictation to show skills in spelling, mechanics, handwriting.	31-32	#11 "American English"		II C II E	
SENTENCE DEVELOPMENT	Revise with adjectives.	33	McKinney		II D	
	Use comparative and superlative forms of adjectives and adverbs.	34 35	McKee Berardi #6			
	Use new words for tell.	36	Born			
	Use coordinate conjunctionsto balance ideas.	37-38	Moore		I B	
	Use correlative conjunctions for writing comparisons.	39-40	Moore		I C	
	Combine ideas in compound sentences.	41-42 43-44	Schuster			
VOCABULARY	Vocabulary Enrichment	45	Bortnick			
	Review Latin roots.	46	Instructor			
	Identify opposites in a crossword pussle.	47-48	Born		I C 2c	
	Learn the root for MAKE	49	Berardi #6			
	Review Anglo-Saxon suffixes.	50	Carter			
	Identify that suffixes show parts of speech.	51-52	Summers and Challenges			
SPELLING	Learn spellings of /i/ in prefixes, roots, and suffixes.	53	Berardi #6		II B	
HANDWRITING/FORMAT	Practice spelling words in cursive attending to joining strokes and a uniform style.	54 55	Berardi #6 #11		II E	

ESEA TITLE IV, PART C
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GRADE 8
UNIT 6
WEEK(S) 12-14

WRITING TOPIC: **Masters of Dialogue**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
PRE WRITING: GENERATE AND ORGANIZE IDEAS	Write an adventure story or essay about "My Most Memorable---." Use dialogue to reveal the characters and plot or to present essay ideas.	1	Counterpoint in Literature:Suggestions Blake, pp. 83-87 Blough, pp. 108-117		I A II A	
	Study how great writers have used dialogue.				I E	
	Rewrite a portion of a story so that it is told through dialogue.	2	Challenges		I E	
SUBJECT/IDEA DEVELOPMENT	Use natural speech for dialogue, including dialect, informal language, and idioms.	3	Thesenger			
	Use varied words for "said" and descriptors to write lively dialogue.	4 5	Thesenger Wood, Neva, San Jose Unified School District, John Muir Junior High School			
	Use dialogue to report interviews or give information.	6-7	Scholastic Scope			
	Create natural dialogue with accurate details; search for accuracy.	8-9	Aaron			
	Use dialogue to create the effects of hyperbole.	10-12	Aaron O. Henry, "Love Powder."			
	Decide when informal language and idioms are appropriate in dialogue.	13-14	Instructor			
DICTATION	Prompt discussion and writing ideas with the dictation.	15-16	"A Famous Conversation" (Twain) #12		II B	
	Use dictation to test for skill in mechanics, sentence development, spelling, and handwriting	17-18	"Morning Bulletin," Berardi #13			
		19-20	"Hang Glider," Berardi #14			

GRADE 8 UNIT 6 Masters of Dialogue

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE DEVELOPMENT	Combine equal and related ideas in compound sentences, using coordinating and correlative conjunctions semicolons, and conjunctive adverbs.	21-22 23-24 25-26 27 28	Moore McKee Moore Berardi #12 Berardi #13		I C 2	
	Avoid comma splice.	26	Moore			
	Build sentences.					
MECHANICS	Correctly punctuate dialogue and patterns of compound sentences within dialogue.	30 31 32.	Rules for Quotation Marks Benner Berardi #14		I B 1 a	
VOCABULARY	Vocabulary Enrichment	33	Bortnick			
	Learn the prefix per- and the root capit, HEAD	34	Berardi #12		I D 1	
	Review roots for STAND, HOLD, and STRETCH.	35	#13			
	Learn the root for FOOT.	36	#14			
	Review with a puzzle.	37				
SPELLING	Spell contractions and Review informal language.	38	Berardi #12		II B	
	Identify schwa.	39	Continental Press			
	Spell schwa in unaccented syllables.	40 41	Berardi #13 Berardi #14			
HANDWRITING	Practice spelling words in cursive handwriting. Be consistent with capital letters: I and J O, A, C, E B, P, R, and quotation marks.	42 43 44	Berardi #12 #13 #14		II E	

ESEA TITLE IV, PART C
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GRADE 8
UNITS 7 and 8
WEEK(S) 15, 16, 17, 18

FACT and OPINION

WRITING TOPIC: THE EDITORIAL PAGE

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE-WRITING: GENERATING AND ORGANIZING IDEAS	Separate fact from opinion. Use facts logically in persuasive writing.	Mini Unit 25-53	TEACHER RESOURCES: MINI UNITS (One set of 30 per teacher.)			
	Find the name and address of appropriate source of information.	Mini Unit 51-65	NCTE and U.S.Postal Service, 1979: "Letters of Inquiry," All About Letters		IA 2	
			The Writing Improvement Project, "Thinking Clearly," Building English Skills, McDougal & Littell, 1978		IE 1a	
	UNIT 7					
	Choose a topic.	67-69	The First Amendment: The Power of Words			
	Write a letter of inquiry	49	Library Resources			
SUBJECT/IDEA DEVELOPMENT	UNIT 8	70-72	Stevens, Deborah, "The Selling of Ideas"		II E 1	
	Write a Letter to the Editor, an Editorial, and a political Cartoon.	75-76	Letters to the Editor and			
		73-7	Political Cartoons based on Challenges, "Inalienable Rights," 142-156.			
	Compose with a group an editorial page.	1-6	Instructional Sequence on Cover Page 3			
		77-78	New York Times Letters to the Editor on Reagan's Welfare Plan, April, 1971!			
SENTENCE DEVELOPMENT	Use subordinate clauses to show relationships between ideas:	17-28	Berardi Blough, pp. 141-154, 214-226 McKee, pp. 478-479, 373-394 Schuster, Level 13, Units 6, 7, 8		I C a I C 2b 2c	
	Adjective Clauses	19-25	Suhor			
	Adverbial Clauses	17-22	Woodruff			
	Noun Clauses	23-27	Moore Warriner, 426-436, pp. 132-135			
		25-28	Moore			
VOCABULARY	ENRICHMENT	50	Bortnick			
	Associate words using roots for body parts.	29-32	Berardi Smith			
	Use the prefix se-, the root lex, the prefix pro-, and the root sume.	33-34	Berardi			
	Review Morphology	36	Boning Units 5, 8			
	Post Test	35	Berardi			

GRADE 8 UNITs 7 and 8				Los Altos Elementary	San Jose Unified	St.Williams
SKILL	**OBJECTIVES**	**PAGE**	**SOURCES/REFERENCES**			
MECHANICS AND SENTENCE COMBINING	Use commas correctly in restrictive and non-adjective clauses and in introductory adverbial clauses. Combine sentences with adverb clauses subordinating one idea. Review Clauses	17 18 19-20 21 22 23 23-24 25-26 25 25-28	Berardi (sentences from dictation) Woodruff Suhor McKee Woodruff Berardi (sentences from dictation) Moore Suhor Berardi (sentences from dictation) Moore		I B d	
SPELLING	DICTATION Business Letter Inauguration Day Consumer Pros Atom Smasher Spelling Generalizations /ul/ /ur/ Review commonly misspellings. Unscramble common words.	9-10 11-12 13-14 15-16 37 38 40 41 43 44	Berardi Berardi Glim Berardi Glim Benner Berardi		II B 1	
HANDWRITING	Make capital cursive L; ...Q, Z, X, and W ; ...L and D ; and numerals.	45 46 47 48	Berardi			

WRITING TOPIC: HALL OF FAME

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SUBJECT/IDEA DEVELOPMENT			**Student Materials**			
	Plan research.	1-2	Hall of Fame: Joan Mendez, Blach Junior			
	Select a topic.	3	High School, and Egan Junior High School,			
	Review requirements.	5-6	Los Altos School District			
	Schedule calendar.	4				
	Write working bibliography cards.	7-10				
	Understand the Readers' Guide.	11-12				
	Practice chronological order.	13-14				
	Practice a short speech.	15-16				
	Write and follow an outline (Lesson 3).	17-20				
	Practice outlining.	21-32				
	Practice note taking.	33-36				
	Plan the writing.	37-40				
	Note footnotes.	41-42				
	Revise rough drafts.					
	Prepare final bibliography.	43-44				
	Plan a campaign speech.	45-46				
	Evaluate a speech.	47				
	Additional Sources Related to Dictation	101-2	Blach Librarian, Jill Willey, 1978 Egan Librarian, Shirley Gordon, 1980			
ENRICHMENT	Practice tests given in the verbal section of the SAT	100	Bortnick			
VOCABULARY	Dictation		Berardi			
	Abraham Lincoln #19	103-4				
	George Washington #20	105-6				
	Motocross #21	107-8				
	San Francisco Tour #22	109-10				
	Food for Fitness #23	111-12				

GRADE 8 UNIT 9

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE DEVELOPMENT	Subject/Verb Agreement		Benner Warriner's 146-163, Chapter 8			
	Usage Pretest	113	Berardi Blough, Chapter 11			
	Verb/Subject Agreement	114	Schoephoesster 312-328 Blough, Chapter 12 Schoephoerster 288-310			
	Nominative and Objective Objective Pronouns	115	Warriner's, 187-214, Chapter 10			
	Pronouns Agree with Antecedents	116				
	Use Verb Forms Correctly	117-118	Blough, Chapter 10 Schoephoerster, 240-270 Warriner's, 164-186, Chapter 9			
VOCABULARY	Attach Meanings to Prefixes	119-121				
	Use the roots cede, pos, mot, sid and vit	121-126				
SPELLING	Relate the vowel sounds /o/, /aw/, /o/, /oo/ to visual spellings	127-129				
HAND-WRITING	Practice capital letters and horizontal spacing	130-135				

WRITING TOPIC: HALL OF FAME

SKILL	OBJECTIVES	PAGE	MATERIALS IN CLASS SETS SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
	Provide step by step instruction on how to do research paper and give a speech based on the research. Evaluate the effectiveness of a speech based on research.		**Class Sets to Reuse**			
	Sequence of Unit	49-53	How To Do Research			
	Different Kinds of Sources	55-56	New Worlds to See			
	Restructure a Sequence of Events	57-58	Sorrowful Day			
	Alternate Activity	59	Who Is It?			
	Vocabulary Enrichment	61-68	Verbal Aptitude Test			
			Single-copy Source Materials for Field Test Teachers Xerox copies: Burns, Marjorie L., Writing a Term Paper, New York: Scholastic Book Services, 1980, p. 96. Ginn, Lesson 3, "Taking Notes." Scholastic Composition, Chapter 6, "Writing Biography."			
		1-10	Instructional Sequence			
		11	KEY to Verbal Aptitude Tests			

WRITING TOPIC: HALL OF FAME

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	[illegible] Williams
			VERBAL APTITUDE TESTS KEY			
			Materials for Teachers Only			
		1-4	Plans			
		5	Grading Points			
		6	Sample Calendar			
		7	Discussion on Speeches			
		8	How To Do Research Outline			
		9	Sample Speech Calendar			
		10	Sample Ballot			

WRITING TOPIC: **Poetry**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATING AND ORGANIZING IDEAS SUBJECT/IDEA DEVELOPMENT	Identify features of poetry.					
	Outline by definition and example.	1-2	Assignment and sources			
	Take notes from class discussion.	3-4	A - Teacher Resource p. 396 (simile and metaphor) B - Counterpoint p. 543 (figurative language) C - Counterpoint p. 543 (simile) D - Counterpoint p. 543 (metaphor) E - Counterpoint p. 544 (personification) F - Counterpoint p. 544 (hyperbole) G - Teacher Resource p. 398 (alliteration) H - Teacher Resource p. 399 (rhyme) I - Teacher Resource p. 400 (complete) J - Teacher Resource p. 402 (Limerick) K - Counterpoint p. 561 (rhythm) L - Counterpoint p. 561 (Limerick) M and N - Counterpoint p. 561 (rhythm) Ballads, Counterpoint pp. 251 - 257			
	Recognize similes and metaphors.	5-6	Aaron			
	Use figurative language.	7-8	McKinney			
DICTATION	"Great Eignth" Model forms of quatrain and meters.	9-10	Berardi			
	"Lad to Man" Model a ballad in iambic pentameter	11-12	Berardi			

GRADE 8 UNIT 10: Poetry

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
SENTENCE DEVELOPMENT	(Ballads) Use correct auxiliary verbs.	13	Berardi			
	Read diagrams for transitive, intransitive, and linking verbs.	14	Warriner			
	Use consistent tense.	15-16	Moore			
	Use pronouns and verbs correctly.	17-18	Moore			
	Use active voice.	19-20	Moore			
	Use consistent person in pronoun.	21-22	Moore			
	Use correct form of pronoun.	23-24	Moore			
	Use pronouns which agree with antecedent.	25-26	Moore			
	Combine independent clauses with a comma and conjunction even in poetry.	28-29	Suhor			
VOCABULARY	Practice on SAT Verbal Aptitude Test 2	See Unit 10 Pages 100 and 66-68	Bartnick			
	Divide syllables to mark rhythm in poetry.	31-32	Plunkett			
	Identify derivatives from roots clam, terr, and suffixes eer, ier.	33-34	Berardi			
SPELLING	Review ie-ei rule Classify spellings of /ə/.	35-36	Berardi			

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 8
UNIT 11
WEEK(S) 25, 26, 27

WRITING TOPIC: T V Scripts

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
ORGANIZING IDEAS	Overview and optional writing assignments assesses how the needs and roles of people contribute to conflict in literature, including TV.	1 13-18	National Council of Teachers of English The Idea Factory, February, 1982: "The People Pursuit" by Guest Editors Rachael Wallace, Langston Hughes Intermediate, and Sally Comerford, Herndon High School, both in Virginia.			
	Film Jargon	2	Counterpoint p. 307			
	Learn the format and requirements for TV script writing.	3-11	Farrington, Jan, "How to Write TV Drama Scripts," Writing, December, 1981.			
		12	Preston, Marilynn, "TV's Old Gold..."			
	Discover how primary need creates theme and setting lends to foreshadowing.	19	Questions on "To Build a Fire." London, Jack, "To Build a Fire," Counterpoint, pp 402-415.			
		20	Bibliography:"About People and [illegible].Needs"			
	Use real experiences or other literature to create TV script scenes.	21-22	McKinney, Spotlight on Writing			
	Review the uses of dialogue.	23-24	Counterpoint "Handbook of Literary Terms"			
	Use conflicting opinions about minibikes to write dramatic dialogue for TV.	25-26	Aaron. Skill Power			
	Library Sources for Dictation Content	27	Librarians Jill Willey at Blach and Shirley Gordon at Egan Junior High School			
DICTATION	Cue Tuesday (Script Form)	29-30	Berardi			
	The Scientist (Roles)	31-32				
	Minibike	33-34				
SENTENCE DEVELOPMENT	USAGE					
	Place modifiers correctly	35-36	McKee			
	Use correct verb forms	37-40				
	Place prepositional phrases appropriately.	41	Plain English Handbook			
	Use correct prepositions.	42				
	Review pronoun usage.	43-44	McKee			
	Choose accurate modifiers	45-46				
	Use determiners, adverbs, adverbs correctly. TESTS	47-50 51-2	Berardi			

GRADE 8 UNIT 11

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
	ENRICHMENT Vebal Aptitude Test 3	53-56	Bortnick			
	Prefix dia-; roots sci and cycl build sets of derivatives as do inter- and hum, human; -fy and vert, vers; and -ic, -ive suffixes.	57 58 59 60	Berardi Instructor			
SPELLING	Identify patterns for spelling the long-ū sound / ū / ; and long ī sound / ī /	61 63-4	Berardi			
	Practice spelling words in handwriting practice.	62 65-66				
HANDWRITING/FORMAT	Review manuscript form for labels and posters.	65	Berardi			
	Practice spelling words.					
	Review vertical and horizontal spacing in cursive handwriting.	66				

PREVIEW OF NEXT UNITS

Weeks 28-29 The Hero/Heroine UNIT 12

Weeks 30-33 Literature Unit "The Generation Gap" UNIT 13

Week 34 Evaluate Course/ Interviews UNIT 14

ESEA TITLE IV, PART C
LOS ALTOS SCHOOL DISTRICT
Touchstone WRITE
Language Arts Curriculum

GRADE 8
UNIT 12
WEEK(S) 28-30

WRITING TOPIC: What Makes a Hero/ine?

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE-WRITING: GENERATE AND ORGANIZE IDEAS / SUBJECT/IDEA DEVELOPMENT	Review assignments.	1				
	Read and summarize articles about the American hero/ine on worksheets.	15-18 19-23 25-26 27-30	"What Makes a Hero?" Vistas "How Americans Choose Their Heroes," from Projections Guidebook. "Earthbound," Vistas "Einstein," Challenges			
	Write a magazine article about the American hero/ine. Follow tips from professional writers.	3-10	"How To Write Magazine Articles," Writing, March, 1982.			
	Send the article to an appropriate magazine.	11-14	Writer's Digest			
DICTATION	Use dictation to prompt ideas and to demonstrate the application of skills in the unit to a writing task.	31-32 33-34 35-36	"The Choice of Slavery" "The Seven Wonders" "The Great Depression" Berardi			
SENTENCE DEVELOPMENT	VERBALS Identify and use participial phrases.	37,41 38 39-40 42	Berardi Warriner's, pp.86-88 McKee Schuster			
	Identify and use infinitive phrases.	43 44	Berardi McKee			
VOCABULARY	Take Verbal Aptitude Test 4: ENRICHMENT	45-48	Bortnick			
	Learn the roots grad and logo, the prefixes which mean against, and the prefix epi-.	49-51	Berardi			
	Identify related words with Latin and Greek origins.	52	Glim			

GRADE 8	UNIT 12 What Is a Hero/ine?			Los Altos Elementary	San Jose Unified	St. Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
	Identify and spell the diphthong /oi/. Practice spelling words in cursive handwriting. Learn spellings for /ou/. Take a Posttest on the vowel circle.	53-54 55 56	Berardi			
	Write numerals, fractions, and metric abbreviations in cursive handwriting. Practice spelling words. Evaluate the height and shape of cursive letters.	54 57-58	Berardi ANSWER KEY FOR VERBAL APTITUDE TEST Test 4 1. D 21. C 2. C 22. D 3. C 23. C 4. D 24. B 5. C 25. B 6. A 26. E 7. C 27. C 8. A 28. C 9. B 29. B 10. E 30. D 11. B 31. B 12. D 32. D 13. B 33. A 14. A 34. D 15. D 35. D 16. A 36. B 17. D 37. B 18. E 38. C 19. C 20. D			

WRITING TOPIC: A Thesis Paper

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
PRE WRITING: GENERATE AND ORGANIZE IDEAS SUBJECT/IDEA DEVELOPMENT	Survey requirements for a thesis paper; determine how a thesis paper may differ from a book report Determine: A. Why Do Conclusions Require Evidence? B. What Are Some Tests of Evidence? C. Where Can We Find Our Evidence? D. How Can Evidence Be Presented? E. Why are Transitional Expressions Useful? Generate discussion.	1 2 3 4 5-6 7-10 11-12	Warriner's, Chapter 21 Blake, Chapter 2 Blickhahn, Katherine m. et. al., Writing: Unit Lessons in Composition, Palo Alto: Ginn and Company, 1970, pp. 107-111. Sample Student Assignment for a Thesis Paper (by Jeannine Antypas, Los Altos School District) Scholastic Moore "The Blanket" by Floyd Dell SEE ALSO the Teachers' Sources		C3 C4 C6 3.1 5.2 1.3 1.6 1.9	
DICTATION	Demonstrate application of skills in dictation. Write the paragraph in cursive handwriting.	13-14 15-16	"The Blast That Shook the World" #33 "Space Shuttle" #34		C 1	
SENTENCE DEVELOPMENT	Streamline sentences by using gerunds. Write subjects of gerund structures in the possessive form. Identify gerunds and take a post test on verbals. Avoid dangling modifiers. Use parallelism.	17-18 19-20 21-22 23-24 25-26	McKee Schuster Schuster Berardi Moore Moore		6.2 6.3 C 6 C 5 5.1 5.2 5.3 C 2 C3	

GRADE 8 UNIT 13				Los Altos Elementary	San Jose Unified	St. Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
VOCABULARY	Take Verbal Aptitude Test 5 for Enrichment	27-30	Bortnick			
	Add the suffix /shun/.	31	Berardi		5.1	
	Take a post test on prefixes, roots, and suffixes: meanings.	32				
SPELLING	Demonstrate spellings for /shun/.	33			C 1 1.1	
	Demonstrate differences in the r controlled vowel sounds in words.	34				
HANDWRITING/ FORMAT	Demonstrate uniform style and spacing in writing spelling words. and practice for dictation.	35-36			6.6	

GRADE 8 UNIT 13 **A Thesis Paper**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Williams
			TEACHERS' GUIDES			
		41-42	YOUTH VIEWS THE GENERATION GAP: Literature Units by Los Altos School District for: (All Paperback Editions)			
		43-48	Gone and Back			
		49-50	A Figure of Speech (Student Pages 5-6)			
		51-52	The Dream Watcher (Student Study Guides are available from Los Altos School District)			
	ANSWER KEY **Verbal Aptitude Tests** **Test 5** 1. C 2. E 3. A 4. B 5. E 6. B 7. C 8. B 9. D 10. B 11. E 12. A 13. D 14. C 15. D 16. A 17. D 18. C 19. E 20. A 21. D 22. B 23. D 24. C 25. E 26. A 27. A 28. E 29. A 30. A 31. E 32. A 33. C 34. D 35. A 36. C 37. E 38. B	53-54	"Teaching The Diary of Anne Frank" in Counterpoint in Literature, pp. 469-530			
		55-63	Literature Unit on The Pearl, Neva Wood, San Jose Unified School Dist.			

one of no involvement to an almost mother/son arrangement. When he first met her, Albert thought Mrs. Woodfin was wierd and insane. He was more than anxious to get out of her life completely. However, after they began to share common interests, Albert found that this wierd old woman had some appeal. Then too.....

Warning: Make sure that your conclusion is based on evidence. Do not relate any person experiences or begin preaching about how terribly Albert has been treated by his parents,for example.

REWRITING THE PAPER

The final draft of your paper will be in paragraph form 6-8 paragraphs. Use the transitional word list to put the sentences together. You will be trying to make your ideas flow smoothly.

1. Copy down your thesis statement (I on the outline). You may add a second or third sentence if you want to clarify your statement.

2. Begin immediately with your first piece of evidence. DO NOT CHANGE PARAGRAPHS.. Use a transitional word...To begin with, Albert upon meeting Mrs. Woodfin stated, "She was really...(copy quotation from your outline.)

3. Give a second example. Use a transitional word such as, secondly, then too, another example of Albert's feelings is....

4. Choose only those examples that might add to your case. Make sure that you explain your evidence. Don't just copy down quotations without introducing their meanings.

5. Change paragraphs after long examples, at apparent breaks, (example: write one paragraph (Topic 1) on John's father, the second paragraph on John's mother, the third and fourth paragraphs on Mrs. Woodfin and the fifth paragraph on the conclusion).

6. After you have built up your case, copy down your conclusion. Reread your paper and make sure that you have answered the questions and that your sentences all make sense.

7. You may have to recopy your paper.

WRITING TOPIC: **Interviews**

SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES	Los Altos Elementary	San Jose Unified	St. Hilliams
GENERATING AND ORGANIZING IDEAS / SUBJECT/IDEA DEVELOPMENT	Conduct planned interviews. Take notes. Write an evaluation of the writing class.	3-8 8	Carlson, Gordon, "Word of Mouth: How to Write the Interview," Writing, September 1981. "Interviewing Others," Building English Skills (Green) Warriner's, "Listening Actively" and "Listening Critically."		C.1	
	Plan the interviews. Design interview questions.	1-2	Suggested Assignment Schedule			
	Write Ten Rules for Interviews: BEFORE/AFTER Outline the Evaluation	6 9 10	Cavett, Dick, "Let the Interviewer Beware."			
DICTATION	Use dictation to demonstrate application of four basic spelling rules, form for verse, dialogue, paragraphs.	11-12 13-14	"Spelling Rules" "Relief Spelled..." Schoephoerster, 196-197		II B	
SENTENCE DEVELOPMENT	Use infinitive phrases to write concisely.	15-16	Moore			
	Identify "bare" infinitive phrases and objective form pronouns as their subjects.	17 18	Berardi Schoephoerster, pp.407-408			
	Use introductory constructions to vary sentences.	19-20	Moore		IC2	
VOCABULARY	Enrich vocabulary with Verbal Aptitude Test 6.	21-24	Bortnick			
	Add suffixes by the rules of orthography.	25	Berardi		ID II B	
	Learn the etymology of	26				

GRADE 8	UNIT 14 Interviews			Los Altos Elementary	San Jose Unified	St. Williams
SKILL	OBJECTIVES	PAGE	SOURCES/REFERENCES			
SPELLING	Apply the rules for spelling ie-ei words. Review spelling rules.	27 28	Berardi		II B	
HANDWRITING	Practice cursive ie-ei. Keep tall and tail loop letters proportionate. Practice visual perception.	29 30				
			TEACHERS" ANSWER KEY FOR TEST 6 of Study Guide for SAT **Test 6** 1. E 21. B 2. C 22. B 3. D 23. E 4. C 24. A 5. B 25. A 6. A 26. E 7. B 27. D 8. B 28. C 9. C 29. B 10. B 30. A 11. E 31. C 12. A 32. B 13. B 33. E 14. B 34. D 15. B 35. C 16. C 36. B 17. E 37. D 18. D 38. A 19. C 39. D 20. D 40. A			

BIBLIOGRAPHIES

The process of teaching writing, that of stimulating ideas, giving those ideas a rhetorical challenge, and evaluating the written product, is the unifying approach being developed by the Touchstone WRITE staff in a series of Instructional Kits for Grade Seven and for Grade Eight. The Touchstone evaluates all writing generated from these units. The Touchstone is used by students in peer and self-evaluation. It is used by teachers and by parents in communicating with each other and with students about relative strengths and weaknesses in their written products. Both the Project Director and the Staff felt that Asilomar 31 reassured them that Touchstone WRITE is in the forefront of teaching writing to middle school students.

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Research Findings: The Teaching of Writing

1. The study of grammar is an ineffective way to teach writing and takes time away from reading and writing (Petrosky, 1977).

2. Frequency of writing in and of itself is not associated with improvement of writing (Haynes, 1978).

3. There is a positive relationship between good writing and increased reading experiences (Blount, 1973).

4. Beneficial results accrue from the use of such prewriting procedures as thinking, talking, working in groups, role playing, interviews, debates, and problem solving (Haynes, 1978).

5. "Teachers should give greater emphasis to the guiding of careful development of a limited number of papers, with attention given to direct methods of instruction and to the solving of communication problems before and during the writing process, rather than on the hurried production of a great number of papers" (Haynes, 1978, p. 87).

6. There is some evidence that sentence-combining practice, without instruction in formal grammar, is an aid to syntactic fluency (Haynes, 1978).

7. While there seems to be no evidence to support one revision process over another, there is substantial evidence that the revision process itself is critical in improving writing (Bamberg, 1978).

8. The kind or intensity of teacher evaluation of composition is unrelated to the improvement in writing skill (Bamberg, 1978).

9. Written language is closely related to oral language. Teaching should emphasize and exploit the close connection between written and oral language (Lundsteen, 1976).

10. The quality of students' writing is unaffected by positive or negative criticism, but positive comments are more effective than negative ones in promoting positive attitudes toward writing (Van De Weghe, 1978).

11. Peer evaluation and editing are effective in improving writing skills (Van De Weghe, 1978).

T R A C K I N G

For MISSION WRITE tracking is the visual-motor skill of cursive handwriting; its scope and sequence is called Skywriting. Besides a deliberate instruction in cursive form a handwritten model of the first paragraph of each composition is provided for the student who needs the visual reinforcement. The model is useful for an error analysis for all students. The seventh grade emphasizes paper and pen positions for handedness, perception, vertical spacing, and letter forms. Both the seventh and the eighth stress application to dictation where other skills must be incorporated. The eighth grade embraces horizontal spacing, control of letter forms in joining letters, and uniformity within one's own style.

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P H O N I C S

For MISSION WRITE phonics means attaching written symbols to speech sounds. It teaches the perception of how the 40 speech sounds are produced and the variety of ways they can be represented in writing. Lessons are devised with three leveled spelling lists. The BASE list contains frequently used words which have a common recognizable sound but also show the various ways it can be spelled. The LIFTOFF list contains utility words for carrying on the model compositions; they are not keyed to a specific sound pattern. The POWER list expands the sound category to an enrichment level.

Grade 7 first develops in its sequence the voiced and unvoiced consonant pairs and follows with the nasal, wind, and tongue-lifting consonants including blends. Grade 8 is sequenced by the concept of the vowel circle explained in student materials p. 27 as the progressive movement of the lips and tongue in making different vowel sounds. Words selected have been referenced to the American Heritage's Word Frequency Book, 1971, a massive study of over 5 million samples taken from student materials in all content areas from grades three through nine. Semester lists include the 400 most frequently used words. Both contain the frequency number

Boning, Richard A., Specific Skills Series: Working with Sounds, New York: Barnell Loft, Ltd., 1969.

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M O R P H O L O G Y

The meaning units which are a part of many English words function in derivational forms. Spelling conventions for adding suffixes; the plurals of NOUNS; VERB tense forms; and the richness of Greek and Latin roots carry strong cognitive flags. Important is their recognition to reading comprehension, and their significant application to word choice and spelling.

MISSION WRITE supplies the motivation, content, and progression of the skills in learning meaning units. It identifies and suggests the manipulation of 150 word parts. It has available artistically designed pieces for a cumulative bulletin board activity. It suggests that a class be organized like a spaceship crew. The crew makes excursions for spelling rules and the pieces of meaning inherent in English vocabulary. Students learn nearly

100 of the word families which are used in the exercises, lists, and models. This visual, manipulative activity promotes mental processing, maintains auditory-oral participation, and casts visual-motor memory clues for reference.

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S Y N T A X A N D S E M A N T I C S

Communication is the transfer of meaning, and in written communication the sentence is the basic meaning unit. To teach the skills and rules of writing MISSION WRITE provides model compositions. Students copy, write from dictation, or expand upon these models according to their individual learning levels.

The compositions in MISSION WRITE are designed to illustrate a sequential presentation of grammar. The grammar analysis in Grade 7 details the roles of words in simple sentences and explores a variety of verb forms. Grade 8 develops the reasons and methods for combining equal ideas in compound sentences, subordinate ideas in complex sentences, and the linking of ideas in verbal phrases.

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APPENDIX _ _ FOR INNOVATIVE FEATURES

5.4 National Council of Teachers of English ERIC Documents

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Gray, James of Bay Area Writing Project prefaces this document by Lynda Chittenden, Sequences of Instruction, Intermediate Grades. (Unfortunately this document skips the junior high school years. It centers on fluency, coherence, and correctness for ten-year-olds.)

Humes, Ann. A Method for Evaluating Writing Samples. Southwest Regional Laboratory, April 15, 1980. (Establishes a three-point scale for four components in describing a treat. It is similar the the National Assessment of Educational Progress' Primary Trait Scoring.)

Mounds View Schools, St. Paul, Minnesota, 1977. Language Arts TASK Force: Scope and Sequence for Writing Skills K-12. (Charts levels for expository writing.)

Siegel, Gail et al., Sequences in Writing, Grades K-13. University of California, School of Education, 1980. Part of Bay Area Writing Project. (It is based on teacher observations of the development of writing abilities; it treats writing as a process moving through several stages; and it views the teachers role as one of assisting and encouraging the student individually.)

APPENDIX___FOR INNOVATIVE FEATURES

5.2 Designing Instructionally Relevant Scoring...

Quellmalz, Edys Ph.D., Designing Instructionally Relevant Scoring: Balancing the Ideal and the Real, Paper presented at the Annual Meeting of the National Council of Measurement in Education, Los Angeles, CA, 1981.

A basic mission of our schools...teach students to write. ...threatened by the controversy surrounding definitions of the goal and evidence of its achievement... complicated by the demand any conscientious, defensible evaluation...places on already strained resources of teachers and the school system.

...scoring systems that are

1) valid and reliable
2) practical and cost effective
3) fair and useful

Further points by Dr. Quellmalz	Touchstone Compliance
1. Minimum program goals are often that students write a clear, coherent paragraph that makes a point and exhibits few or no mechanical, sentence-level errors.	Level 6 in each component of Touchstone, as Page 10 shows, was achieved by 10 per cent of Grade 8 students.
2. For high school exit goals, English departments set their sights at the multi-paragraph, essay level...writing that has a theme or point, that is coherent between, as well as within paragraphs, and that exhibits few sentence-level errors.	Level 8 in each component of Touchstone, a level achieved throughout by few Grade 8 students as data shows on Page 10c.
3. Types of Rating Schemes ...from vague guidelines to replicable, objective guidelines. At the most qualitative vague end of the continua are general impression scoring schemes...providing a single score. The most detailed scales are analytical...referencing component features of the written product.	Touchstone is an analytical scale.
4. Reliability ...consistency with which they are applied. ...on this criterion alone...unguided, general impression scoring runs aground.	

APPENDIX ___ FOR INNOVATIVE FEATURES

52 Designing Instructionally Relevant Scoring

Further points by Dr. Quellmalz	Touchstone Compliance
5. ...structured scale training sessions can demonstrate high interrater reliability. ...but interrater agreement within a rating session is not sufficient for demonstrating scale reliability.... stable...that its criteria would be applied consistently by new sets of raters. Few scales ...report data about their stability.	See Page 10d for Touchstone Reader Reliability Study in progress. A Touchstone Reliability Study for a selected random group of samples from same students over two years, is in progress.
6. Consistency of criteria application... is valued in classroom...If we believe students learn writing through recurring cues and feedback about their strengths and weaknesses, we certainly don't want them buffeted about by teachers' idiosyncratic preferences and criteria.	The rationale for the Touchstone repeatedly states its use as an instructional material.
7. Validity ...few writing assessments..subject the scale to content validity. ...holistic scales with no explicit criteria are "content" free and paper set specific. These scales are not suitable for competency assessments. ....construct valitiy should be examined...correlations with other measures...made and reported.	See the Evaluation Report Page 16, WRAT Achievement Test sub-section evaluations.
8. Practicality ...what do we mean by "cost" and "effective"...students are differentially skilled... in...modes and on different writing traits...organization,mechanics. Studies of the effects of training teachers in holistic scoring techniques (Bay Area Writing Project) have not yielded data that this procedure improves student writing. I believe the system-wide effectiveness of of analytical information is worth the cost.	See Touchstone Score Card for cost in terms of reader/rater time.

APPENDIX_ __FOR INNOVATIVE FEATURES

5.2 Designing Instuctionally Relevant Scoring

Further points by Dr. Quellmalz	Touchstone Compliance
9. Fairness and Utility ...can the scheme be applied in a uniform, stable manner such that the student doesn't perceive the rules of the game changing from one assessment occasion to the next? ....more critical...how closely the criteria match those used in the classroom and how closely they represent writing skills for which the student has received instruction. ...documented effects of feedback that is informative and positive (for the student). Scales that emphasize error counts...convey too much negativism...too little regard for text features such as main ideas.	The Touchstone is uniformly used. Here is precisely the rationale of the design of the Instructional Units! The components of the Touchstone define instructional objectives at varying levels of profciency to meet varying student needs. See the sample Units. Note that Touchstone is <u>not</u> an error-count instrument, but it does emphasize text features.

BIBLIOGRAPHY

Dr. Quellmalz' script is referenced by numerous studies for the last decade, BUT these two-and-one-half pages reflect seventeen!

4.3 A Common Ground for Assessing Competence in Written Expression

1. A significant aspect of an analytical rating scale is that it can be used with different assignments...unlike the holistic which is developed for a specific writing... further advantage (in analytical scales) is that features can be weighted.	Touchstone scoring weights equally those elements that comprise "content" with those of "form or mechanics" requiring equal levels of competence in each to achieve the designated level. Such a strict standard demands attention to all features of writing, appropriately so for the pre-high schoo student.
2. This document also reports the full procedure for developing an analytical scale as described by Charles R. Cooper in <u>Evaluating Writing</u>, 1977,	The Touchstone Committee used this procedure.

APPENDIX____ FOR INNOVATIVE FEATURES

5.1 Current ESEA Projects in Writing

SWIM This Vista Unified School District ESEA Title IV-C Project selected for statewide dissemination is one of the classroom materials referenced to teach to the instructional objectives of Units devised in the Touchstone Write sequence. Their materials target to low achievers, begin with the simplest complete thought unit, the sentence, and progress to paragraphs, themes. The Touchstone WRITE Instructional Units sequence a series of "Idea Development" units at multiple levels of proficiency and integrate all of the skills of writing: handwriting, spelling, mechanics, vocabulary, sentence and paragraph structure, and the organization of ideas into each Unit.
The SWIM program does not incorporate a uniform instrument for evaluating student writing and directing the instruction in writing as the Touchstone does.

WRITE This Rio Linda Union School District ESEA Title IV-C Exemplary Program is aimed at Grades 1 - 6. Though the instructional design and many concepts are appropriate for older students, the content is easily identified by the older student as designed for younger students.

EXPRESSIVE WRITING IN SCHOOLS

This Fairfax Elementary School District ESEA Title IV-C Exemplary Program is designed for K-6 classrooms. Its closest connection to the Touchstone WRITE project is its emphasis upon the writing process, the craft, and language skills. As with the other programs mentioned, none has designed an evaluation instrument defined, tested, inserviced, and easily explained to students and parents. None has a scoring instrument like the Touchstone which measures progress, sets instructional objectives, and becomes an instructional tool in itself.

BAY AREA WRITING PROJECT

This Berkely-based ESEA Title IV-C Project first funded in 1974 has gained widespread recognition for its institutes to train teachers to teach writing and its time-efficient "Holistic" General Impression Scoring seminars to rate mass performances on a writing sample for evaluation data in a district. The project emphasizes the building of teacher confidence in writing and teaching writing so that more activities in all classrooms become centered in writing tasks. It does not define how to integrate the specific skills

BAY AREA WRITING PROJECT (continued)

Iris Tiedt, director of the South Bay Project, says "We advocate using journals for students. It's not going to be red-penciled, and it allows them to open up and get their ideas flowing. Students still have to learn of basic grammar rules and spelling, but that can come as a part of teaching them to edit their own work. We advocate a close relationship between reading literature and writing." See APPENDIX .

At the Santa Clara County "Time on Task" Conference August 27,28, 1981, Dr. George Calfee, Stanford University Professor of Education, remarked that the kindegarten child normally knows the story-line and first-person narrative, such as journal writing, which is accomplished in the first years of formal schooling. What he said is not so easily accomplished is the organization of information for expository writing--the very critique executives interviewed by the Touchstone Committee, See Appendix __, said was lacking in their employees. These executives do not look for employees who can write literary critiques,or literary prose, but rather they seek employees who can succinctly convey information, put highly complex technical explanations into simple clear language.

Just how do basic skills of writing become "a part of teaching them to edit their work?" No given scope or sequence, no given on-going reference such as the Touchstone, no given intructional materials or sources for the task is supplied the teacher. The magic of a Bay Area Writing Project seminar must transform the array of instructional materials and methodologies shared into a logical, sequenced classroom-ready program for the teacher!

At an exhibit of the National Diffusion Network for the California Association for Neurologically Handicapped Chirldren, state conference in Los Angeles, November 5-7, 1981, Bay Area Writing Project attendants were asked to share the data proving that their project works. The answer was, "We're putting that together." After eight years of funding!

Further comparison of the Touchstone with general impression scoring such as used by the Bay Area Writing Project can be found in the Touchstone Score Card in the front pocket of the notebook.

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TOUCHSTONE

SCORE CARD

RATINGS WITH OTHER METHODS OF JUDGING STUDENTS' WRITING	TOUCHSTONE	HOLISTIC(BAMP) GENERAL IMPRESSION	ANALYTICAL	PRIMARY TRAIT	DICHOTOMOUS	FEATURE ANALYSIS	CALIFORNIA ESSAY SCALE	LONDON ESSAY SCALE
1. Community Input	✓							
2. Refined by Experienced Raters	✓	✓	✓	✓	✓	✓	✓	✓
3. Routinely Gives Students Information about Relative Strengths/Weaknesses	✓							
4. Part of Ongoing Writing Process and Instruction	✓							
5. Refined at Grades 7-8	✓			✓		✓		
6. Students, Teacher Intended Audience	✓							
7. Scorers: Audience Intent	✓	✓	✓	✓	✓	✓	✓	✓
8. Results Easily Reported to Students, Parents, Researchers	✓							
9. Inter-reader Reliability after Initial Inservice	✓						✓	✓
10. Inter-reader Reliability Requires Reader Training for Each Writing Task		✓	✓	✓	✓	✓		
11. Student Shares Responsibility to Assure Reader Reliability	✓							
12. Approximate Scoring Time								
2-3 minutes		✓					✓	✓
3-7 minutes	✓				✓			
8-10 minutes			✓	✓		✓		

TOUCHSTONE SCORE REFERENCE

	TOUCHSTONE	HOLISTIC	ANALYTICAL	PRIMARY TRAIT
1. Community Input	Traits were found by a team of ten sophisticated readers judging 3000 Grade 7-8 writing samples.	None reported.	None reported.	None reported.
2. Refined by Experienced Raters (Domain refers to description, narration, exposition, and practical writing like letters.)	Teachers used it, refined wording, and devised the model to train others, including students. (1980) ESEA Title IV-C Touchstone WRITE scale is applied to all "domains."	National Writing Project (BAWP James Gray, UC, Berkeley) Los Angeles County, A Common Ground (1967-1981) Models the process to train readers for each prompt in in each "domain."	Diederich, Paul. National Council of Teachers of English (1974) Cooper and Odell Evaluating Writing (1977) The model serves for any prompt in a "domain."	National Assessment of Educational Progress Richard Lloyd-Jones (1970-1976) Teachers and/or researchers can develop a model for any aspect of one domain."
3. Routinely gives students information about their relative strengths and weaknesses in weekly or bi-monthly rating.	Student/Teachers keep record on a classroom folder seven levels each in Idea Organization, Syntax, Vocabulary, Mechanics, Spelling, and Handwriting/Form	There is no indicator for the student as to why a paper ranks as it does.	Rates a student High, Middle, Low in relation to other students on one topic at a given time. Infrequent feedback to students	Score is sum of content and form tallied from the structured detail unique to a given stimulus (prompt) at a given time. Infrequent report
4. Part of ongoing process of instruction in writing.	Student, peers teachers, parents get continuing feedback on writing assignments.	Not Reported	Not Reported	Not Reported
5. Refined for Pre-High School	Devised, used, researced for Grades 7-8	Primarily High School and College	High School and College	Ages 9, 13, and 17.
6. Intended Audience	Classroom Peers, Teachers, Parents or Researchers	Scorers/Teachers Researchers	Scorers/Teachers Researchers	Scorers/Teachers Researchers
8. Results Reported	Every writing assignment gives feedback to the student.	Department Records Researchers	Department Record/Research	Department Record Research
10. Inter-reader Reliability	Trained teachers and parent readers develop inter-reader reliability.	Raters from similar backgrounds form carefully trained assessment teams for a single prompt	Raters must train for each prompt in each domain.	Raters must train for each prompt.

	DICHOTOMOUS YES/NO ANSWER	FEATURE ANALYSIS	CALIFORNIA ESSAY SCALE	LONDON ESSAY SCALE	CALIFOR P
1.	None Reported	None Reported	None Reported	None Reported	Procedu scoring samples and 9 a determi
2.	Arthur M. Cohen. (1973) Reported by Cooper, Charles. Evaluating Writing, (1979)	Stahl, A. (1974) Focus is on one element of writing structure. Nine categories have five defined structural features each.	Experienced readers marked and ranked 561 from Grade 12. Six papers are published on expository topics.	Martin, N. C., et al., Assessing Compositions (1965) Committee of the London Association for the Teaching of English used "Imaginative" writings.	
3.	Not intended for individual performances, but compares groups.	Centers on the writing product and its unique features.	Rater places a new writing by one nearest like it in a scaled set.	Selected pieces are published, and a separate commentary distinguishes technical competence from effective communication.	
4.	Lists a set of content and form questions for one kind of writing task for placement.	Provides model for teachers or researchers to replicate different elements for different writing	Shows a range of quality for one writing task or mode for placement.	Shows students a range of quality on one writing task as a basis for discussion.	
5.	College	Children and Adolescents	Grade 12	15-year-olds	
6.	Researchers and Scorers	Teachers and Researchers	Placement.	Reality awareness is developed to comprehend audience, organization, density of detail, and control of language.	
8.	Determine Placement or Competence	Teachers	Placement.		
10.	None Reported	None Reported	Cooper says that other methods are more efficient and more reliable.		